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PROJECTS FOR GROUP GUIDANCE.

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THE PURPOSE OF THIS RESOURCE UNIT IS TO AID GUIDANCE FUNCTIONS OF THE HOMEROOM AND PLANNED GROUP GUIDANCE PROGRAM. THE ULTIMATE OBJECTIVE IS TO HELP THE STUDENT TO UNDERSTAND HIMSELF BY FOCUSING IN GROUP SITUATIONS ON PROBLEMS COMMON TO TEENAGERS AND THEN TO SEEK ADDITIONAL COUNSELING WHEN NECESSARY. IT WAS DEVELOPED BY THE GUIDANCE DEPARTMENT AT THE ESSEX COUNTY VOCATIONAL-TECHNICAL HIGH SCHOOL IN NEW JERSEY. UNITS ARE--(1) EDUCATIONAL GUIDANCE, (2) PERSONAL GUIDANCE, (3) SOCIAL GUIDANCE, (4) VOCATIONAL GUIDANCE, AND (5) CIVIC GUIDANCE. THE ORGANIZATION OF EACH PROJECT INCLUDES OBJECTIVES, AN OUTLINE OF INFORMATION, SUGGESTED PROCEDURES AND ACTIVITIES, AND SOME RESOURCES FOR THE TEACHER AND THE STUDENT. THE MATERIAL IS FOR USE BY CERTIFIED TEACHERS WITH ANY HIGH SCHOOL HOMEROOM GROUP, ESPECIALLY THOSE IN A VOCATIONAL PROGRAM. A GENERAL OUTLINE FOR THE COURSE AND TEACHER REFERENCES ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903, FOR $2.00. (MS)

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DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
RUTGERS - THE STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

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10 SEMINARY PLACE
NEW BRUNSWICK, NEW JERSEY

PROJECTS
FOR
GROUP GUIDANCE

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PROJECTS FOR GROUP GUIDANCE

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Marie V. Iadipaoli

PREFACE

These resource units are intended to provide helpful aids to meet the guidance functions of the homeroom and of the planned group guidance program. The topics presented have grown out of an analysis of the fields of adjustment in the life of the secondary student, viz., those of educational, personal, social, vocational, and civic orientation.

Since the amount of time available for group guidance will vary in different schools, each teacher must judge for himself what content his pupils need. He must employ the method and materials which fulfill his classroom objectives most economically of time, and he must at the same time motivate and challenge his pupils to know and study themselves.

The teacher will demonstrate his flexibility when he recognizes and allows class time for topics or problems not specifically mentioned in the resource units, but for which his pupils indicate a need. He should feel free to make changes whenever they will add to the effectiveness of the guidance services in his school.

It should be kept in mind that each topic may contain material for more than one day's discussion, so that the amount of time spent on that topic is left quite flexible. The discussion may be restricted to one day, or several days may be given to it, depending upon the time available and the amount of student interest manifested. For that reason, no suggested grade placement is given. Topics are, however, sometimes suggested in a certain sequence to each other, since one may best follow or precede another. The order within a given unit is suggested in the general outline in the Appendix, but otherwise the sequence of topics must be arranged to fit a local situation and the present interests of a given group of students.

The organization of each project includes a statement of objectives, an outline of the information and ideas that form the basis of the project, and a list of suggested procedures and activities that may be used. A few suggested reading sources for the teacher and the students, as well as some films available, complete the outlines.

Since many teachers do not have easy access to source books or adequate time for looking up basic information, the specific facts of a topic are often given in detail. This will seem elementary to the informed teacher, but it will be helpful to many others. Although these outlines are for the teacher's guidance only, the topic is often stated in the form of a question that a pupil might ask. The teacher should read none of the material directly to the class, but the analysis of the topic is often in student language so that the teacher may more easily conceive of the discussion in pupil-participation terms.

It is hoped that, by the focussing of attention in group situations on certain problems which are common to adolescents as part of the maturational process, the individual pupil will come to realize that such difficulties are not his alone, but are shared by his fellow adolescents. These pupils will thus be provided the opportunity to share with him in the consideration and solution of these dilemmas. The time saved by such group procedures, whether concentration is upon problems or information, will permit the counselor to engage in more individual counseling. These group sessions, too, should cause individual pupils to realize their need for counseling and seek out the counselor.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS i

PREFACE ii

UNIT I - EDUCATIONAL GUIDANCE

1. Why go to school? 2
2. What are the rules, regulations, policies, and traditions of my new school? 6
3. What persons do I need to know? 10
4. What courses are offered in a vocational and technical high school? 13
5. What academic subjects do I have to take in a vocational and technical high school? 16
6. What student activities are provided and how do I get into them? 19
7. What does my school expect of me? 22
8. Why is my school record important? 25
9. What does my report card mean? 29
10. What is the meaning and purpose of study? 32
11. What are some conditions for effective study? 34
12. How can I make the best use of my daily time 38
13. How can I improve my reading? 42
14. How can I improve my ability to concentrate? 45
15. How can I improve my ability to remember? 48
16. What study aids are available to me? 51
17. How do I keep a notebook? 55
18. What is a good method of taking notes? 58
19. How can I improve my note taking from books or articles? 60
20. How can I improve my note taking in class? 63
21. Why examinations? 66
22. How do I prepare for examinations? 68
23. How do I take examinations? 71

Cumulative Bibliography for the Teacher and the Student 74
Cumulative List of Visual Aids 77

UNIT II - PERSONAL GUIDANCE

1. What is personality 80
2. What affects personality? 85

Page

3. What are some signs of an emotionally mature personality? 89
4. What are some undesirable personality traits? 93
5. How can I improve my personality? 96
6. How can I develop a personal philosophy of life? 100
7. How do I develop character? 103
8. What are some general rules for developing good physical health? 106
9. How does my health affect my relationship with others? . 110
10. How does alcohol affect health? 114
11. How do narcotics affect health ?.......... 119
12. How can I achieve good mental health? 124
13. How can I improve my personal appearance and grooming? (For Boys) 128
14. How can I improve my personal appearance and grooming? (For Girls) 131
15. What should I wear? (For Girls) 135
16. What should I wear? (For Boys) 141
17. What things discourage me? 143
18. How can I improve my ability to talk to others ?.......... 146
19. How can I increase my self-confidence? 149
20. How can I accept defeat? 152
21. When is a person successful? 155
22. What is my role in home life? 159
23. What should I know about money management? 163

Cumulative Bibliography for the Teacher and the Student 168
Cumulative List of Visual Aids.......... 174

UNIT III - SOCIAL GUIDANCE

1. What does courtesy mean? 178
2. Why are good manners important? 181
3. How should new and old students act toward each other? . 183
4. How do I show courtesy at home? 185
5. What is my role as a host or hostess? 190
6. What is my role as a guest? 194
7. How do I make and acknowledge introductions? 197
8. What are good table manners? 201
9. How do I show good manners when dining out? 211
10. What are some social conventions I need to follow in public places?.......... 216
11. What social conventions do I follow when traveling? 221
12. What etiquette do I observe in social correspondence? .. 227

Page

13. What are good telephone manners? 233
14. What is dance etiquette? 236
15. What qualities do boys like in a date? 241
16. What qualities do girls like in a date? 245
17. How can I get off on the right foot in dating? 249
18. How can I solve my problems with my parents in regard to dating? 255
19. Should I go steady? 259
20. How should I spend my leisure time? 263

Cumulative Bibliography 267
Cumulative List of Visual Aids 271

UNIT IV - VOCATIONAL GUIDANCE

1. Why should I work? 274
2. How do I discover my interests? 278
3. How do I discover my aptitudes and abilities? 283
4. How can I plan for my future? 287
5. Should I work part time while in school? 293
6. What are some of the part-time jobs that are available to me and how do I go about finding them? 299
7. How do I get my working papers and social security number? 304
8. What legal protection do I have as a part-time worker? . 307
9. How do I look for a job? 311
10. How do I apply for a job? 315
11. What should I do when starting a new job? 319
12. How do I hold a job and advance in it? 322
13. How shall I plan for future education? 327
14. Why do I have to serve in the Armed Forces? 333
15. How do I register for the Armed Forces? 336
16. What options do I have in fulfilling my military service obligations? 340
17. What opportunities for special training do the Armed Forces offer? 346
18. What opportunities are there for young women in the Armed Forces? 350

Cumulative Bibliography 354
Cumulative List of Visual Aids 359

Page

UNIT V - CIVIC GUIDANCE

1. How do I show good citizenship in school? 362
2. What responsibilities do I have in my community as a citizen? 366
3. What is my responsibility toward the property of others? . 370
4. What is parliamentary procedure? 374
5. What is the order of business at group meetings? 377
6. What principles of parliamentary procedure do I observe as a presiding officer at a meeting?.................. 380
7. What principles of parliamentary procedure do I observe as a member of a group? 383
8. What officers and committees are needed for homeroom and other group organizations? 386
9. How do I nominate and elect officers for a group? 389
10. How can I recognize a good group leader? 392
11. How can I become a good leader?....................... 395
12. What must I do to be a valuable member of a group? 398
13. How do I deal with prejudice? 400
14. How do I show respect and reverence for the American flag? 404

Cumulative Bibliography for the Teacher and the Student .. 407
Cumulative List of Visual Aids 410

APPENDIX 411

General Outline for the Course on Group Counseling 412
Additional Reading References for the Teacher 417
Addresses of Film Distributors 419

UNIT I

EDUCATIONAL GUIDANCE

WHY GO TO SCHOOL?

OBJECTIVES OF PROJECT:

1. To familiarize pupils with the value of an education.
2. To assist pupils to determine how much education is necessary today.
3. To help pupils make their own school plans.

Students frequently ask, "Why do I have to go to school?" They point out persons with very little formal education who have succeeded, as well as individuals who left school a while ago who are on jobs working short hours and earning money. This project provides materials for discussion of several possible reasons for graduating from high school.

DATA FOR DISCUSSION:

1. A high school education provides a wider choice of vocations.

   Many employers will not consider an applicant unless he has completed high school. It is their feeling that the young person who has been able to stay in school until graduation is more likely to have seriousness of purpose, mature habits, and other qualities that are important to an employer.

2. A high school education gives you more confidence in yourself.

   You feel proud to belong to the basketball team, to the drama club, the student council, the glee club, etc. You hold yourself with more poise and confidence, because you have ability enough to belong. If you attend high school now, you will be classed with the majority of boys and girls between 14 and 17 years of age who are staying in school to work for their high school diploma.

3. A high school education increases your earning power.

   High school graduates can earn almost as much at 25 as those who left school after the eighth grade earn at 45. Of course, some of the difference in earning power between the two groups may be due to differences in native ability. Nevertheless, there can be little doubt that the additional education also has a part in increasing the earnings of the high school group.

A high school education is also valuable because the training you receive may enable you to get promotions more rapidly than you would without it. It does not guarantee you, however, a better job initially. Whether it be labor, managerial, or professional work that you choose, the better your formal education the higher you may go within your field.

We are living in an age of automation when requirements for jobs are constantly changing. If you are wise, you will try to have more schooling than the minimum required for the job of your choice. Of course, with the minimum training you can hold your job; but, while you are holding it, the educatonal requirements will undoubtedly become higher. When you look for a job similar to the last one you held, you may be unsuccessful because your basic training is not sufficient.

4. High school provides valuable experiences in getting along with others.

Students can organize themselves into clubs, teams, student government, and the like, and try to solve their problems. They put on school parties and probably discuss their plans for a long time before they come to an agreement. All this is done in an orderly manner, which provides valuable experience in group living.

5. A high school education can help you live a more satisfying life.

In high school you develop the ability to think, reason, and make decisions. This education will make you feel more comfortable and secure in many life situations. It will enable you to participate more intelligently in community affairs, to have a better understanding and appreciation of others, to be a better parent, and to get more real enjoyment from the things you read, hear, and see every day.

6. A high school education helps you find the kind of work you are most suited for and that you like.

You have an opportunity to try out many new subjects in high school. As a result, you are able to discover some of your strengths and weaknesses. Knowing something about the different high school subjects helps you decide whether you have the ability and desire to go on for further training. High school may be the means of finding the field of work for which you are best suited.

In high school you also have the opportunity to consult with a counselor or a teacher about your plans for the future. In these interviews you can get information about your plans and see in which field your record shows that you have the greatest probability of success. High school counselors and teachers can help you balance your interests with your abilities.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The six parts of the background data can serve as the basis of six lively discussions. Questions such as the following can be asked:

    a. Will high school provide a wider choice of vocations?

    b. Will high school give you more self-confidence?

    c. Will high school help you earn a better living?

    d. Will high school help you get along with others?

    e. Does high school help to enrich your life?

    f. Does high school help you find the kind of work you like?

2. It might be wise to tie up the present employment situations with Number 3 of the DATA FOR DISCUSSION. Ask each student to think of one person he knows who is unemployed. Without asking the pupils to reveal the identity of the persons they have in mind, have them reveal whether the individual is a high school graduate. The process may be repeated until each student has thought of five people. The sampling should be limited to persons 21 years or older. The tabulation obtained should be revealing to the group.

3. Suggest that a committee interview several "average" wage earners and get their viewpoints on "why go to school?"

Another group can see managers of employment agencies and men in charge of personnel in industries. They can ask this group whether it is easier for them to place a high school graduate than a nongraduate.

4. When taking Number 6, the students can relate their own experiences. How has the school helped them find vocations suited to their interests? Has the school failed them in this regard? If there are some whom the school has not helped, the other students can suggest how they can avail themselves of the school's services. The teacher can add any suggestions omitted by the students.

The DATA FOR DISCUSSION in this project and succeeding ones can be used by the teacher for his own knowledge and can be brought into the discussion at opportune times.

BIBLIOGRAPHY FOR THE TEACHER:

McKown, Harry C. HOME ROOM GUIDANCE, 2nd Edition. New York: McGraw-Hill Book Company, Inc., 1946.

BIBLIOGRAPHY FOR THE STUDENT:

Detjen, Mary Ford and Detjen, Ervin Winfred. YOUR HIGH SCHOOL DAYS. New York: McGraw-Hill Book Company, Inc., 1958.

Hunt, Rolfe Lanier and Pearson, Paul. LOOKING TOWARD HIGH SCHOOL. Chicago: Science Research Associates, Inc., 1948.

VISUAL AIDS:

HIGH SCHOOL YOUR CHALLENGE, Coronet

MAKING THE MOST OF YOUR SCHOOL DAYS, McGraw-Hill

WHAT ARE THE RULES, REGULATIONS, POLICIES, AND TRADITIONS OF MY NEW SCHOOL?

OBJECTIVES OF PROJECT:

1. To acquaint pupils with school customs, policies, and traditions so that they can feel that they belong to the group.

2. To acquaint pupils with the routine procedures of the school.

It is important that pupils entering high school adjust themselves as soon as possible to their new school surroundings and that they learn the school's standards of conduct and study. The individual work with students can be done after the material has been taken up with the entire group. Those who need individual attention can be recognized by their bewildered and helpless appearance or by their attitude of rebellion or indifference.

DATA FOR DISCUSSION:

Because much of the information which follows varies from school to school, it is given in skeleton form. The specific information must be furnished by the individual school.

A. Information about school rules, regulations, and policies concerning:

1. Attendance
   a. Importance of regular attendance
   b. What to do if
      1) Tardy
      2) Absent
      3) Need for early dismissal
      4) Leaving school

2. Daily program

3. System of grades

4. When and how to use the library

5. Importance and value of homework
   a. Deficiencies
   b. Marking basis

6. Obtaining a school locker

7. Obtaining textbooks

8. Getting special help from teachers and counselors

9. How tickets are obtained for school events

10. How to obtain help in earning school expenses

11. How to change program of classes

12. Care of school property

13. Honors
    a. Class honor roll
    b. Athletic awards
    c. Attendance certificate
    d. Proficiency certificates in various subjects
    e. Citizenship award
    f. Other awards

14. School problems
    a. Parking of cars
    b. Smoking
    c. Cafeteria conduct
    d. Lost and found articles
    e. Fire drills
    f. Air raid drills
    g. Sportsmanship
    h. Stairways and corridors to use
    i. Borrowing from student loan fund

B. Information regarding plan of building

1. Method of numbering rooms

2. Location of various services and departments

C. Information regarding school traditions and customs

1. Special days

2. Special courtesies and privileges

3. School song

4. School cheers

5. Others

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Each school has its own set of rules, regulations, policies, and traditions. The teacher or counselor conducting the discussion should supply himself with the local information about school procedures. This data may be obtained from the principal in the form of a Teacher's Handbook or a Student's Handbook. The outlines thus provided will mention most of the points about which students need information.

2. Some of the data outlined for discussion may be presented in announcement form because students want directly the type of information and rarely raise the question "why." Among this group are the following:

   How to obtain a locker
   How the rooms are numbered
   What the daily program is
   What to do when tardy
   How to obtain textbooks

3. There are some procedures in a school which involve the question "why," as well as "what." Wherever possible, the group should be encouraged to discuss the reasons for a procedure or policy, because good results can come from an understanding of the situation. In such instances, the teacher should ask the question like this: "What would you do in an instance like this . . . ?"

   The discussion can, through skillful handling, bring out the fact that the school policy is a logical one. Some of the items that lend themselves to discussion are the following:

   How to use the library
   What to do if becoming ill during the school day
   What to do to leave school before regular dismissal
   How to get special help from teachers
   What to do if something is lost or found

4. Discussion of school rules, policies, and regulations may lead to constructive suggestions for consideration by the school

administration. If the group feels that a particular policy is not wise, it should accept responsibility for suggesting something better. However, the students must be led to understand that not every suggestion that is made can be accepted, because there may be factors or circumstances involved which are unknown to them.

5. School traditions and customs are not usually as definite as rules, regulations, and policies. Information regarding them can be obtained by talking to teachers, to the principal, or to the students. After the information has been obtained, the teacher can conduct the discussion and let the students supply whatever they can.

6. The words to the school song can be copied on the board and the students can sing it. One of the group can usually start it and direct the singing of it. The school cheers can be learned in a similar manner. Enough time should be devoted to the project until the group knows the song and the cheers well enough to perform them with credit.

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Cottingham, Harold F. and Hopke, William E. GUIDANCE IN THE JUNIOR HIGH SCHOOL. Illinois: McKnight & McKnight, 1961.

BIBLIOGRAPHY FOR THE STUDENT:

Bennett, Margaret E. HIGH SCHOOL HANDBOOK. Chicago: Science Research Associates, Inc., 1951.

Detjen, Mary F. and Detjen, Ervin W. SO YOU'RE IN HIGH SCHOOL. New York: McGraw-Hill Book Company, Inc., 1958.

VISUAL AIDS:

RULES AND LAWS, Encyclopedia Britannica

SCHOOL RULES--HOW THEY CAN HELP US, Coronet

WHAT PERSONS DO I NEED TO KNOW?

OBJECTIVES OF PROJECT:

1. To acquaint students with fellow classmates.

2. To acquaint students with teachers and other school personnel.

Students need to know their principal, classmates, homeroom teacher, class teachers, counselor, librarian, school nurse, and custodian before they can really feel that they belong.

DATA FOR DISCUSSION:

1. Principal
   The principal has charge of the entire school. He does such things as assist the staff in improving and organizing the curriculum, deal with problems related to school citizenship and management, supervise the school plant and its care, and oversee the guidance program, health, and athletic activities.

2. Classmates
   Those in your homeroom group are the persons with whom you will be working cooperatively and sharing problems throughout the year. You will get off to a good start in school by being friendly with everyone. Rather than wait for someone to give you a special welcome, try to say or do something to make those around you feel comfortable and at ease.

3. Homeroom Teacher
   One sure source of help to you is your homeroom teacher. You will probably get to know him better than any of the other teachers and will find him an interested and sympathetic friend.

4. Class Teachers
   Your teachers are interested in seeing that you receive the best education possible. It is to your advantage to adjust yourself to their requirements, as well as to do your assignments the way that they want them done. Be sure to talk to them about your work and ask for help when you really need it. Teachers are eager and willing to give help to those who want it.

5. Counselor
This is the person to whom you should feel free to go with any problem you may have. If you are worried because you are not getting a good start in a particular subject, if you are unable to make new friends, if you are having difficulties at home, or if you need some financial aid in the form of free lunches, bus fare, or a part-time job, do not hesitate to discuss such things with your counselor. You will find him an understanding person who knows how to help students find solutions to their problems and who will welcome you any time you are free to visit him.

6. Librarian
The librarian will help you obtain access to the books and magazines you will need in the preparation of your school subjects. He will also furnish you with a place where you can work undisturbed and will give you instruction on how to find the information you need.

7. Nurse
Should you become injured or ill in school, it is important to know the nurse and where the first-aid or medical room is located. The school nurse will advise you concerning such matters as difficulties with teeth, eyes, and ears; questions about overweight and underweight; and other related problems.

8. Custodian
This is the person who keeps your school clean, well heated, and in good repair. He expects you to cooperate by not throwing papers on the floor and not marring school property in any way.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. At one of the first group meetings, plan to get acquainted. Have each student tell about himself, about the school from which he came, his nickname, favorite sport, hobbies, special talents, ambitions, or anything that will help his classmates to know him better. It might be well for the teacher, as each student is introducing himself, to write his name on the blackboard so that the group can see as well as hear it.

2. As another method of getting acquainted, have the members of the group draw names and interview each other in pairs. Each individual may then be called upon to introduce and tell some interesting facts about the one he interviewed.

3. As a third method, use groupings as a means of getting acquainted. Discover, by asking, the main interests of the group and write a half dozen or so of the most commonly mentioned ones on the board. Group the students according to these. Assign half of the groups to corners or positions about the room, and then send one of the unlocated groups to join each of these. Allow two or three minutes to the groups to become acquainted. At the call of "change," change the groups and repeat the process. After these two sets of groups have become acquainted, the located and the unlocated groups can become acquainted each within itself in a similar manner. The groupings may be based on such items as schools, ages, weights, birthplaces, locations of homes, favorite colors, flowers, pets, sports, books, etc.

4. Acquaint students with teachers and other school personnel by taking them on a tour of the building. Point out the location and the room numbers of all the classrooms, the principal's office, the guidance office, the medical or first-aid room, the library, the cafeteria, the rest rooms, the lost-and-found department, and the fire exits. Introduce the students to the teachers and other staff members on the tour.

5. Go over the pronunciation of the names of the students' teachers, as well as other staff members. As each name is pronounced, write it on the board so that the group can see and hear it.

BIBLIOGRAPHY FOR THE TEACHER:

McKown, Harry C. HOME ROOM GUIDANCE. New York: McGraw-Hill Book Company, Inc., 1946.

BIBLIOGRAPHY FOR THE STUDENT:

Bennett, Margaret E. HIGH SCHOOL HANDBOOK. Chicago: Science Research Associates, Inc., 1951.

Detjen, Mary Ford and Detjen, Ervin Winfred. YOUR HIGH SCHOOL DAYS. New York: McGraw-Hill Book Company, Inc., 1958.

VISUAL AID:

HOW FRIENDLY ARE YOU? Coronet

WHAT COURSES ARE OFFERED IN A VOCATIONAL AND TECHNICAL HIGH SCHOOL?

OBJECTIVES OF PROJECT:

1. To help students decide which course is best suited to their needs and abilities.

2. To aid students in understanding the vocational possibilities of each course in the curriculum.

High school pupils have important choices to make in planning their programs. Since those who have entered the vocational schools will enter skilled trades after graduation, it is easy to understand why they need to know about the different programs of training offered.

DATA FOR DISCUSSION:

Those who attend a vocational and technical high school can take certain subjects which are often combined into groups called courses. The following types of courses are offered:

1. Technical Courses. - These courses are usually taken by students who plan to enter engineering colleges, technical institutes, or some of the technical branches of industry. These courses include basic training in science and mathematics, and choices of mechanical and architectural drawing, shop, and similar subjects.

2. Trade or Vocational Courses. - These are intended for people who want to be prepared to enter certain trades after high school. Besides training for a special type of work, vocational courses usually include English, social studies, and the type of mathematics and science which will be most useful on the job. The courses are planned to suit the needs of the particular community. Depending upon the industries in the area and the number of students, a school may offer training in such trades as machine shop, drafting, automobile mechanics, carpentry, cabinet making, radio servicing, electrical work, printing, sheet metal, welding, patternmaking, masonry, refrigeration and air conditioning, plumbing, cosmetology, textiles, power sewing, baking, commercial art, and others.

3. Business Education Courses. - A few vocational schools offer business education courses. Those who want to be prepared for a business career after high school may take these courses. They include such subjects as general business training, bookkeeping, typewriting, shorthand, business law, office practice, business machines, and filing.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. No attempt has been made to include in this project a description of the various courses, since there is a wide variation in courses in the different schools. It is advisable that each school add to this project the material describing the offerings in each subject field or curriculum.

2. Students in the discussion can tell what they think a course can offer. If the pupils do not include all the points that are deemed essential, the teacher can add information by saying, "What about . . . ?"

3. Pupils can be encouraged to talk to their instructors and gather information to be used in the discussion.

4. If possible, each student should choose a course to fit his own needs. To do this, have each student make a tentative plan for his future life work and choose the course or subjects to fit the plan.

5. Invite students from upper classes to come to your room to explain the values of taking certain courses. Ask them to describe some of the interesting things they have learned in their classes.

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WHY STUDY SCIENCE? Coronet

WHAT ACADEMIC SUBJECTS DO I HAVE TO TAKE IN A VOCATIONAL AND TECHNICAL HIGH SCHOOL?

OBJECTIVES OF PROJECT:

1. To aid in answering the question, "Why do I have to take this subject?"

2. To help motivate the classroom subjects.

Frequently little is done toward showing the students the value of the various academic subjects. All too often the teacher teaches a subject because it is his schedule, and the student takes it because it is in his. Obviously, there is much value in helping students understand the possible contributions of the various subjects to their personal lives.

DATA FOR DISCUSSION:

Those who have made a study of education have found that of all the possible subjects which might be offered to students in high school, there are certain ones which are of the greatest value to the largest number. They realize that, no matter what an individual may do after leaving high school, there are certain things he must learn in order to develop an effective personality, become an intelligent citizen, and work successfully with others.

On the basis of the studies made, state governments and local school systems have set up specific requirements for high school graduation. Almost every high school requires a total of 18 or more units of work, including a definite number in English, mathematics, science, history and social studies, and physical education and health.

1. English. - Schools require everyone to take English every year because we use it in everything we do--when we write letters, when we talk to our friends, when we enter a discussion in class, when we read the newspaper, etc. Poor English is a handicap just as much as poor training for a job.

   Many students learn to like to read in English class. This is of particular value in helping use leisure time both now and when you are older. Good books are like interesting people. They are pleasant company.

2. Mathematics. - Most high schools require at least one year of either algebra or general mathematics for graduation. Practically all persons need mathematics in their daily lives, whether it is for budgeting incomes, making bank deposits, investing money, or figuring the amount of material needed to make a dress or build a cabinet. An understanding of mathematics is helpful in many occupations, but ability and special training in this field are necessary in such vocations as engineering, business, and scientific research.

3. Social Studies and History. - U.S. History and certain of the social studies are required of all high school students regardless of the course they may take. Young people need to study history and government in order to learn to be better citizens, to vote more intelligently, and to help solve some of the everyday problems of labor, housing, unemployment, and self-government. Through these studies, they get a wider viewpoint of world events and a better understanding of the local, state, and national problems that affect their lives. A knowledge of history and social studies also helps people to get more enjoyment from travel, lectures, plays, reading, motion pictures, radio, and television.

4. Science. - Because it is important for everyone to have a usable fund of knowledge regarding such things as air, water, weather, nutrition, heat, light, electricity, body functions, and the like, a certain amount of science is required for graduation from high school. Not only is a knowledge of science important in our everyday lives, but it is becoming more important in occupations in the scientific and technical fields.

5. Physical Education and Health. - These are required subjects in all high schools. They are important to all young people because they teach them how to protect their health and how to develop their bodies. They may also have a vocational value. If you have a special interest in these fields, you may want to consider becoming a professional football, baseball, or basketball player, or a physical education teacher.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Select a leader and hold a group discussion on such questions as the following:

    a. Why do you think states, counties, and cities set up requirements for high school graduation?

    b. What are the graduation requirements of your high school?

   c. What are some of the special values of each of the required subjects?

2. Encourage pupils to talk with their instructors to gather information to be used in the above discussion.

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WHY STUDY SCIENCE? Coronet

WHAT STUDENT ACTIVITIES ARE PROVIDED AND HOW CAN I GET INTO THEM?

OBJECTIVES OF PROJECT:

1. To assist students to recognize the purposes of the various activities within the school and the value to be gained from them.

2. To prompt each pupil to select activities suited to his interests and development and to plan to engage in them.

3. To help students enroll in activities of their choice.

Many pupils would like to join school activities but don't know how to proceed. Some might be timid and therefore need special encouragement, as well as information.

On the other hand, there are students who might be referred to as joiners. They pride themselves on the number of activities to which they belong, and they rarely make a worthwhile contribution.

The purpose of this project is to encourage students to belong to at least one activity and to discourage them from joining so many that they cannot do justice to themselves or to the activity.

DATA FOR DISCUSSION:

1. There are many benefits to be derived from participation in school activities. Some of them are association with others and opportunities for leadership, for the development of new skills, and for recreational activities.

2. How do I join an activity:

   a. See the teacher directing the activity.
   b. Consult your homeroom teacher if you have difficulties.

3. What activities does my school offer?

   a. Athletics
   b. Music
   c. Dramatics
   d. Journalism

   e. Student government
   f. Subject matter or interest clubs
   g. Career clubs
   h. Clubs sponsored by civic organizations, such as Junior Red Cross
   i. Miscellaneous
   j. Honor societies

4. What do I do if I am interested in an activity that is not offered?

   a. Decide what the activity should be like.
   b. See if there are other students who are interested in joining.
   c. List the students who are interested and see your homeroom teacher for help. He can guide you to the person in the school who will help start the activity.

5. How many activities should I join?

   Each pupil will have to decide how many activities he can belong to without detriment to himself or his work. Some students belong to two or three without letting their work suffer. Others may experience difficulty belonging to more than one activity.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The project may be started with the making of a list on the blackboard of the activities open to students. The teacher might say: "How many of you have at least one activity in mind which you plan to join?" Then each student having plans to join an activity can tell about what the members do, what the members learn, and any special advantages or disadvantages.

2. Opposite each activity written on the board, the teacher should jot down the name of the instructor in charge. If desired, the homeroom teacher can prepare a typewritten sheet of school activities and distribute them to the students before the undertaking of this project.

3. Not all of the activities listed on the blackboard may be mentioned by the students. In that event, the teacher can ask this question: "Who can tell about . . . ?" If no one volunteers, he can ask who would like to see the teacher in charge and make a report at the next meeting. Perhaps a student can be chosen who has shown no interest in any of the activities.

4. The homeroom teacher should keep a record of the activities joined by each student and should bring it up-to-date from time to time. From this list the students can be chosen who need either encouragement or discouragement. This can be done through individual conferences.

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WHAT DOES MY SCHOOL EXPECT OF ME?

OBJECTIVES OF PROJECT:

1. To give students an understanding of the characteristics possessed by so-called good students.

2. To assist students in gaining an understanding of some ways to develop these characteristics.

Students should understand that people who succeed are above average in certain habits and attitudes. They have "learned" how to succeed. The school should have as its objective the development of habits and attitudes that enable students to make the best use of their inherited aptitudes.

DATA FOR DISCUSSION:

It is important to know the characteristics and habits of an effective student and how they can be developed. Some of these are given below:

1. Keep good health.
   Health makes success easier. It is hard to do your work when you have poor health. See your school nurse or family doctor if you don't feel well.

2. Develop enthusiasm.
   Enthusiasm is pleasant and contagious. Those who are popular have enthusiasm, although you don't have to show enthusiasm for everything.

3. Show initiative.
   It is not enough to do the work you are told to do. Those who wish to succeed must do additional tasks and be able to see beyond the work that is required. For example, if a teacher assigns a topic for the class, you should try to become totally familiar with it rather than merely reading the pages assigned in the textbook. To do this you might bring newspaper clippings to class which give information on topics you are studying. Also, if you write a theme, write until you completely cover the subject rather than writing just the minimum number of words specified.

4. Be neat, orderly, and punctual.
   Persons who do not develop these characteristics will not be good students in school, nor will they obtain the best positions when they graduate. You can develop these characteristics by first realizing their value and then setting your mind on improving yourself.

5. Finish what you start before starting something else.

6. Make up the work missed without waiting for the teacher to remind you.

7. Try to do better work today than you did yesterday.

   . If you were weak in something yesterday, try to improve today. Keep a record of your mistakes and weaknesses as well as your accomplishments.

8. Think about what you read rather than trying to just remember facts.

   Don't try to remember all the details without making an effort to understand them. Think as you read. If the meaning of a paragraph isn't clear to you, reread it and then think about it.

9. Use what you have learned.

10. Think before speaking or writing.

11. Formulate your own opinions, but be ready to consider new ones.

12. Have the attitude that your opinion may be wrong and the other fellow may be right.

    Students sometimes take the attitude that there are two sides to a question--their own and the wrong one. This can be overcome by looking for evidence that supports an opinion. Form the habit of judging the accuracy of a statement by the evidence supporting it.

13. Know the directions for a task and then follow them.

14. Take an active part in classroom activities.

15. Associate with those who already have the characteristics of a good student.

    Associating with those who have the qualities you wish to develop will influence your mental health, attitudes, habits, and ambitions.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The characteristics listed above are not to be read to the students, but are intended merely to serve as a guide for the teacher. Have the students name a characteristic and then discuss it pro and con. If a majority votes to include it among the desirable characteristics of an effective student, list it on the board. This process may be repeated until the suggestions of the students cover the list mentioned in the background data.

2. Arrange the traits mentioned by students in the order suggested by them.

3. Have each member of the group take an inventory of himself and then have each one plan to improve any weaknesses found. Ask the students to rate themselves and two other students with a plus or a minus according to whether they have or do not have the characteristic. Distribute the papers so that the ownership of them is not traceable. Then tabulate the results. The trait with the most minus signs should be the one chosen to be worked on by the group. Ask the student to consult with you on their own problems.

4. Decide on several devices or practices favorable for the development of each trait and let the group try it for a definite period of time. At the end of the agreed time, have each member of the group report his progress and difficulties. After several similar follow-ups, the members of the group will become familiar with the method and the solution.

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WHY IS MY SCHOOL RECORD IMPORTANT?

OBJECTIVES OF PROJECT:

1. To give students an idea of the kind of information that is being kept in their cumulative records.

2. To assist students in understanding the value of a good record both while in high school and after high school.

Few students realize that, from the first day they enter school, they begin to make a permanent record for themselves. They must be made to realize that it may lead to honor and success, or it may be a hindrance and a source of embarrassment to them.

DATA FOR DISCUSSION:

The particular business in which you are at present engaged is education, and the extent to which you have attended to this business will be shown by the kind of record you will have at the end of your high school career. But you cannot wait until the last semester of high school to start making this record. It is being written, little by little, each day.

1. Permanent record

   Each school keeps a permanent rating sheet on each individual. It indicates the following information:

   a. Scholarship
   b. Health
   c. Character
   d. Personality
   e. Service
   f. Extracurricular activities
   g. Honors
   h. Employment experience
   i. Results of objective tests
   j. Other

   It is a good idea, then, to start your high school career by doing the very best work of which you are capable. The studies of each succeeding year are largely based on the ones that have gone before. Unless you make a good start, you will find it increasingly difficult to improve your standing. Poor students in the early years of high school often drop out before graduation.

2. Importance of your school record while in high school

   a. A good school record makes for a happy school life.

Knowing that you are successful in school gives you a more pleasant outlook on life in general. But, if you neglect your studies, you are likely to find school dull and uninteresting, to feel that teachers do not understand you, and to resort to clowning or daydreaming about your personal problems.

b. Your school record determines the privileges you will enjoy.

If you are more concerned about having fun than you are about making a good school record, remember that your good times often depend upon what you have done to deserve them. Your scholarship, attendance, and activity records may determine the privileges you will enjoy or the consideration you can expect.

c. Your school record determines the honors you will receive.

Many high school societies and clubs are open only to those whose academic work is of a high quality. The National Junior Honor Society and the National Senior Honor Society of Secondary Schools, which have local chapters in hundreds of schools throughout the country, are among the best known of such organizations. Membership is based on service, leadership, character, and a high level of scholastic achievement.

After high school

a. Your school record affects post-high school education.

Most higher educational institutions admit only those who have been certificated by the high school principal. This means that there must be a formal statement from the principal to the effect that the student has completed his high school work with grades which indicate probable success in higher education, and that his character, personality traits, work habits, and extracurricular records are satisfactory.

b. Your school record influences your military induction.

Most high school boys must plan their futures to include a period of military duty. Some of them feel that, because they are nearing the age for enlistment or induction into the armed services, there is no use to prepare for a vocation or to try to make a good school record. However, those who enter the service ill-prepared are likely to be left out when men are selected for advanced technical schooling and assignment to responsible duties.

c. Your school record affects your future job.

High school graduates seeking employment for the first time usually have no previous employer whom they can ask for a recommendation. They must refer to the school for statements concerning their work habits, their training, and their skills. Principals and counselors are constantly being asked to report on the school records of persons who are making applications for positions.

Because they realize that, other things being equal, the person with good attendance and high marks in scholastic work is likely to be the best risk, businessmen and personnel managers turn to school records as a means of selecting their employees. Leadership qualities and ability to get along well with people on a job can be judged by the student's active participation in clubs, athletics, student government organization, and other activities. Ratings in personality and attitudes on the permanent school record help to complete the picture of an applicant.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have a debate on one or more of the following questions:

   Should a high school student be marked on school citizenship?

   Should participation in extracurricular activities be required?

   Should employers be influenced by the school record in hiring employees?

   Should marks be abolished?

   Should every student be kept in school until he graduates?

2. Have a student interview the person who answers inquiries from employers and report to the class on: (a) the type of information requested, and (b) how the person gets the information needed.

3. Obtain samples of college application blanks and report to the class on the information called for, particularly in regard to character and extracurricular activities.

4. Appoint a committee to interview the head of the guidance department about the special records that are kept and to ask him why they are kept, where they are kept, and how they are used. Have the committee members report their findings to the class.

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WHAT DOES MY REPORT CARD MEAN?

OBJECTIVES OF PROJECT:

1. To help students overcome the idea that a report card is something to be feared.

2. To help students realize that the report card is a message to them as well as to their parents.

3. To give students the proper interpretation of the marking system so they can intelligently interpret their own report cards.

Report cards are often regarded as something to be carried home reluctantly. It is the teacher's job to point out that a report card may bring up a problem requiring the cooperation of all parties concerned--teacher, student, and parent.

DATA FOR DISCUSSION:

1. Which of these problems do you have?
   - a. Understanding the way teachers mark
   - b. Wanting to do better work but not knowing how to proceed to improve your work
   - c. Being content with marks that are barely passing
   - d. Not being able to get along with certain teachers and therefore not working as hard as you can

2. To understand your report card, you should understand all the items it includes.
   - a. How the marks are explained
   - b. What other items besides scholarship are included on the card
   - c. How nonscholarship items are marked. Whether nonscholarship information is based upon the teacher's judgment or is backed by specific evidence of behavior.

     (Each teacher will have to supply the above information, since the policy in regard to the above items might vary slightly from school to school.)

d. The purpose of the report card.

The report card is an easy method of telling you and your parents about the progress you are making at school. Reports are not perfect. Whenever one human being is asked to rate another, there is likely to be disagreement. If you disagree with the teacher on a rating, it is evident that the teacher is comparing you with other students in the school, and you do not have as much information for comparison as does the teacher. You are often thinking of how you have studied or produced, and the teacher is often thinking of you in comparison with other students.

3. What you can do if you are not satisfied with scholarship marks.

Most schools have test results or other information which indicate your ability to some extent. Ask your homeroom teacher or counselor for the interpretation of whatever information the school has about your ability.

If your marks are not as high as your ability shows they should be, investigate the following:

Do you do your daily work?
Is your written work neatly done and is it finished on time?
Do you have a study schedule?
Do you participate in class activities?
Do you prepare carefully and over a long period of time for your examinations?

4. If you have the habit of "getting by" and wish to break it, you can consult your teachers for remedies or use the following suggestions:

Become interested in your subjects through more activity in them.
Adopt some of the study hints discussed in the past or have a future discussion of such hints.

5. What can you do if your poor work is caused by personality differences with a teacher?

Analyze the causes of the difficulties.

6. What can you do if you have tried all the preceding things and are still dissatisfied with your marks?

Consider the following:

a. High school offers many benefits that do not appear on your report cards. You should bear in mind that the important thing is your own personal development and growth rather than the mark on the report card.

b. Most marking systems do not take into consideration the factors involved in personal development. The reason for this is that it is difficult for a teacher to develop measuring devices for this growth.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The first part of the DATA FOR DISCUSSION should be taken up at the first report card period. This gives the teacher the opportunity to explain the marking system and the school philosophy behind it.

2. Numbers 2 and 3 of DATA FOR DISCUSSION will serve as excellent discussion material. You can ask the group this question, "How many of you are dissatisfied with your report cards?" If this doesn't give the discussion the necessary impetus, you can have the members of the group who are dissatisfied choose one of their subjects and consult that teacher for the reason why the mark wasn't higher. These reports can be brought back, and the materials of this project can be brought out during the discussion.

3. Students will need encouragement and guidance in discussing personality differences. They must be assured that it is a problem just like anything else and that they must not become angry, resentful, sarcastic. Above all, these problems are not subjects for gossip.

4. Debate the question, "Should marks be in terms of a student's growth or based upon comparison of one student's achievement with that of others?"

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WHAT IS THE MEANING AND PURPOSE OF STUDY?

OBJECTIVES OF PROJECT:

1. To impress upon students the meaning of study.

2. To help students appreciate the value of learning how to study.

Most students think that learning comes automatically from reading or listening. The fact that learning is a science, based on well-defined principles and procedures, never occurs to them. The purpose of this unit on study is to correct that thinking.

DATA FOR DISCUSSION:

1. THE LEARNING PROCESS
   We study for only one reason: to learn. Yet most people "study" to cover an assignment, to read a certain number of pages, or put in a certain amount of time. All these aims are unimportant in themselves. The aim should be a certain learning outcome. Becoming able to do something new, or getting an understanding of something, is the real aim of study, not turning over a certain number of pages.

   Learning is a science based on well-defined principles and procedures; it doesn't just happen.

   > Learning is getting new ways of doing things or satisfying desires. It means acquiring both knowledge and understanding. It is not merely the transmission of facts from book to person and then from person to person. This is an "educated idiot."

2. WHY STUDY?

   a. Study leads to fulfillment of your ideals and ambitions.

   b. It helps you grow up.

   c. It enriches your life--socially, vocationally, educationally.

   d. It can be a source of pleasure and enjoyment for you throughout life.

   e. It aids the growth and development of your personality.

   f. It develops habits basic to success.

g. It prepares you for your future career.

h. It enables you to become more self-directive and independent in your thought and action.

i. It is a lifetime activity present in all phases of living.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask the group questions like these:
   What does study mean?
   What are the advantages of learning how to study?

2. Ask the class to complete the following chart:

AM I PROUD OF MY STUDY HABITS

	Sometimes	Always	Never
1. I know the assignment exactly.			
2. I look for the main points of the lesson.			
3. I try not to waste time.			
4. I look up words I do not know.			
5. I study my lesson until I finish.			
6. If I can't remember the main points, I study them again.			

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VISUAL AIDS:

KEEP UP WITH YOUR STUDIES, Coronet

MAKING THE MOST OF SCHOOL, Coronet

WHAT ARE SOME CONDITIONS FOR EFFECTIVE STUDY?

OBJECTIVES OF PROJECT:

1. To acquaint students with the necessity of having the proper conditions for study.
2. To have students understand what they can do to bring about good study conditions.
3. To give students a clear idea as to what constitutes a good pattern of study conditions.

Students must be led to see that the solution of the study problem will help them as long as they attend school. It will apply to all students regardless of their attitude toward school.

DATA FOR DISCUSSION:

It is important that you set up what is a good study environment. The elements making for effective study conditions will not be the same for all persons. You will have to find out what works for you. Many successful students, however, have found the following principles relating to study conditions to be very helpful.

1. There are personal conditions that affect study.

    a. Attendance. - Poor attendance is a frequent cause of poor study attitudes. Those who are absent a great deal often do not understand the work being studied and consequently dislike to study. They frequently make such excuses as "I'm not feeling well," "I need to help mother," or "I forgot," so they can do exactly what they want to do.

    b. Health. - You have to feel well in order to be able to study. You can help yourself in this regard by getting plenty of sleep, eating healthful food, and keeping free from infection.

    c. Eye strain. - You should be acquainted with the symptoms of eye strain. These include dizziness, habitual frontal headaches, indigestion, nausea, irritability, restlessness while studying, blurring of words, etc. Any of these can be danger signals, and you should consult with your parents and with school authorities. Even those who have no known difficulties with their eyes should relax the muscles of the eyes by closing them occasionally or by gazing across the room aimlessly for a few seconds.

2. There are home conditions that affect study.

    a. Appropriate room. - Choose one that is free from distractions and, if possible, use the same one each day for study. Using the same place daily helps you establish a mindset in which you come to associate the room with study and concentration.

    b. Good lighting. - If possible, the light should be indirect and not glaring. For most work, the light should come over a shoulder rather than from the front. In addition to a localized lamp, there should be ceiling lights or other general illumination for the room.

    c. Temperature. - A room temperature below 70°F. (perhaps around 68°F.) for most persons is best for effective study and learning. A moderate temperature encourages activity and alertness. Both of these factors are necessary for effective study and learning.

    d. Ventilation. - Cross circulation of air is desirable. A room lacking sufficient oxygen tends to reduce both physical and mental efficiency.

3. There are several general conditions that affect study.

    a. Time schedule. - Have a schedule and stick to it.

    b. Materials at hand. - Have all the basic materials to be used in all of your study at hand. This includes books, paper, pencils, rulers, pen, ink, eraser, blotter, etc.

    c. Seating. - Do not attempt to do serious study while settled in a lounge chair or while settled on a couch. Be comfortable while studying, but avoid being too comfortable. Some physical tension is necessary for serious study and learning. If you read for a long period of time, it might be well to stand up frequently to strengthen your muscles and counteract fatigue.

    d. Begin promptly. - Begin immediately to do those things connected witn your assignment. Concentration will soon come if you go through the act of studying.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. An introduction to this project might be a statement like this: "Students who go to work after graduation from high school often say, 'We did not learn to apply ourselves in high school.' Suppose we spend a little time on this problem and see if we can do something about it."

2. If your group is skeptical, raise the questions of more time for leisure and the training in good habits they will need on a job that may be outgrowths of good habits established in school.

3. One might start with a discussion of conditions that interfere with study at home and at school. Have students contribute a list of these things and then have a vote to decide upon the first five in importance.

4. The teacher can follow the above discussion with questions like these: "Can we do anything to remedy the conditions that interfere with study? If so, which one should we consider first?" Restrict the discussion for one meeting to one point and then have each student try the suggestions for a week or more. Ask for reports on their successes and failures at the next meeting. If you feel that they have mastered the point, proceed to a discussion of the point the group feels is next in importance.

5. It may be advisable to refer to this project periodically throughout the year. This can be done by asking, "How many use and like. . . that we discussed and tried some time ago? How well have you kept it up?"

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Petersen, Eleanor. SUCCESSFUL LIVING. Chicago: Allyn and Bacon, 1959.

Robinson, Clark. MAKING THE MOST OF SCHOOL AND LIFE. New York: MacMillan Company, 1955.

VISUAL AIDS:

HOMEWORK: STUDYING ON YOUR OWN, Coronet

HOW TO LEARN, Coronet

KEEP UP WITH YOUR STUDIES, Coronet

HOW CAN I MAKE THE BEST USE OF MY DAILY TIME?

OBJECTIVES OF PROJECT:

1. To impress upon students the importance of setting up a time budget.

2. To help students prepare a time budget for their own use.

3. To help students follow the budget they set.

DATA FOR DISCUSSION:

After you have arranged the best possible conditions for study, the next step is to develop a specific plan for study which is definite but flexible enough so that you will be able to follow it. Unsuccessful students make the mistake of allowing their school work to pile up because they have neglected to make any definite plan for study. You will find that there is enough time for your study and other activities if you follow a schedule that has been planned to enable you to make the maximum use of your time.

There are many factors which must be considered in making a time schedule for study. The following questions indicate some of the important points to be considered:

1. Shall I study a subject just after class or just before?

   Most authorities agree that it is best to study as soon after a class as possible. The assignment and points recently covered are still fresh in your mind. If you do this, you will remember the material better.

2. Shall I study at home?

   Some study should doubtless be done at home, although this is an individual problem. If you have a sufficiently long school day and several study periods in which to do your work, then the amount of study done at home can be reduced. Sometimes home conditions make it very difficult to study there. If this is the case, concentrate on your study in school so that your time is not wasted.

3. How much time do I need for study?

   Students work at different rates. You should know whether you work more slowly, at the same rate, or more rapidly than the average student in your grade. Many students should spend two or three timesas much time as others on the same assignment. Make allowancesfor these differences. Are your marks as high as you and others believe they should be? Determine how much time you need for satisfactory results and then distribute it on your schedule.

4. How much time should I spend in study at one sitting?

If you study for an arbitrarily short period, you may stop just when you get into the mood for efficient study. It seems wise to start a subject and stick to it until you are finished.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have each student estimate the time he spends in sleeping, eating, caring for personal needs, in class, studying, and planned recreation. Have him subtract his total from twenty-four, and he will have a figure showing the amount of time he wastes each day. Make a tabulation of this waste on the board, and then get the student reaction to the question, "Do we waste time?"

2. The next step is to help students construct time schedules that will minimize waste and embody the principles discussed above. Place a suggested time schedule chart on the board so all may see it. (A suggested form is shown on the next page.) Have each student construct a study schedule and check it to make sure it is the best one possible.

3. Choose the schedule constructed by one of the group and let the owner explain how he intends to follow it. Have several others explain how they will follow their schedules. Use this procedure until you are certain that all the students understand the schedule idea. A good way to end this is to say something like this: "We all have a study schedule. Let's try to use it for a week and then report to this group our successes and failures in using our schedule."

4. Several meetings may be devoted to helping the members of the group adjust themselves to their schedules. After several periods of this type of activity, the group problems may be solved and only individual problems remain. The only way to solve these is by a personal interview, which may be held at another time by appointment. The group-guidance technique will help most of the group, but personal guidance will always be necessaryin order to help many members of the group solve their problems.

MY WEEKLY SCHEDULE

Name:

Place for Study:

Semester:

Hr.	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7							
8							
9							
10							
11							
12							
1							
2							
3							
4							
5							
6							
7							
8							
9							

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Engle, T. L. PSYCHOLOGY. Tarry-on-Hudson, New York: World Book Company, 1957.

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VISUAL AID:

HOW TO STUDY, Coronet

HOW CAN I IMPROVE MY READING?

OBJECTIVES OF PROJECT:

1. To help students improve their reading habits.
2. To teach students the proper learning techniques.

Students frequently read an assignment once through and expect to remember what they have read. They must be taught how to read for both meaning and retention.

DATA FOR DISCUSSION:

There are tremendous advantages in being a skillful reader. The good reader is able to hold a better job and to perform more competently. As a student, he is able to learn more rapidly and more thoroughly. He is more secure in social situations. He is more interesting to others and is more popular. He has better mental health and better personality. He can find enjoyment and recreation that are denied to those whose reading ability is at a low level.

Your reading can be improved, if you try, in the following ways:

1. Read for meaning

   Have in mind some questions you want answered. If the teacher doesn't give you questions, then make some up yourself. If you see words which are not known to you, find out what they mean. The meaning of a few words often clears up an entire paragraph. Pay attention to maps, graphs, illustrations, etc. They will make the meaning clear.

   Get a clear idea of the meaning of each paragraph. Stop at the end of each paragraph or other division and ask yourself questions about it. If you cannot answer the questions, go over the paragraph or division.

   Read the material through rapidly first to get the general idea. Go back and read it again for specific meaning after the general idea is fixed in your mind.

2. Read for retention

   a. Overlearn
   It is usually agreed that about one-half of the material learned is forgotten a few hours after it has been learned. Reviews help us cut down the amount of material which is forgotten soon after it is learned. After you have learned the material you are reading, spend an extra five minutes or so going over it again and fixing it in your mind. This is called overlearning.

   b. Review frequently
   It is a good idea to spend a few minutes going over yesterday's material before you start on today's work. This will overcome forgetting and will make your review for examinations much easier. About once a week, it is desirable to leaf through material covered the past week in your book or notes.

3. Read rapidly - skim

   Try to read as many words at a glance as you can. If you read only one word at a glance, you must move your eyes for each word. If you see two or three words at a glance, your eyes will move fewer times per line, and therefore your rate of reading will increase.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Request the students to list in a notebook some important new terms used in their different school subjects. Ask the students to look up these words in a dictionary.

2. Discuss and interpret interesting pictures, maps, graphs, and charts clipped from current newspapers.

3. Ask the class to choose topic sentences for paragraphs taken from textbooks.

4. Select a student to do some reading in front of the class. Place a mirror face up on one page of a book while the student reads the opposite page. Have one of his classmates stand behind him and, by watching the movements of his eyes in the mirror, count the number of stops the student's eyes make in moving across each line. Have him note also the number of times his eyes return to go over a line that has already been read. Get the average figures from reading several pages.

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VISUAL AIDS:

HOW TO READ A BOOK, Coronet

HOW TO STUDY, Coronet

LOOK IT UP, Coronet

REVIEWING, Jam Handy Organization

HOW CAN I IMPROVE MY ABILITY TO CONCENTRATE?

OBJECTIVES OF PROJECT:

1. To help students analyze and evaluate their concentration habits.

2. To teach students how to develop their ability to concentrate.

Poor study habits are frequently the result of the inability to concentrate. Students must understand first what interferes with concentration and learn how to take a more positive approach toward becoming interested and attentive to their assignments.

DATA FOR DISCUSSION:

Habits of study are to a great extent individual. In addition, methods of study vary from subject to subject. Therefore, only general principles will be given so that you can develop the patterns that are best for you. This lesson is concerned with teaching you how to concentrate. Concentration is keeping your mind on your work.

1. There are outside forces that interfere with study.

   These outside forces may be poor light or glaring light, temperature, physical discomfort of a seat, or noise.

2. Sometimes there are forces from within that interfere with concentration. Some of these may be:

   a. Lack of interest
   Interest is one of the first prerequisites to concentration. We are not all interested in all things that we do at school. Everyone has to do some things in which he has little or no interest. If you look for and find interesting points in your job, you will find it easier to concentrate.

   b. Daydreaming
   Often we sit down to study, open the book, and then think of other things. If you have this difficulty, promise yourself time to think of these other things at the end of the period. Do your work and then stop work early enough so that you can think about the problem that troubles you

Attention remains fixed better when you observe the proper length and distribution of study periods. You will find that you can concentrate on easy or varied work for one or two hours, while difficult material may best be studied in units of about thirty minutes with a minute or two of rest between periods.

3. You can develop your ability to concentrate by

   a. Determining to become interested.

   b. Discovering all the reasons you can for wanting to make a success of what you have to do.

   c. Pretending to be interested, even if you are not, and trying to increase whatever real interest you do feel.

   d. Taking an attitude of attention, inwardly and outwardly.

   e. Telling yourself that what you are doing is really important.

   f. Beginning at once.

   g. Concentrating as hard as you possibly can for the first few minutes.

   h. Being sure you understand everything as you go along.

   i. Doing something mentally, if not physically, with everything you learn; thinking about it actively, and seeing it from different points of view.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Tell the class what you have found to be the best way to control attention.

2. List the specific things that seem to take attention away from work.

3. Work out a class list of "Ways to Shut Out Distractions" in connection with home study.

4. Do a timed experiment in the classroom in which you have the students read as much as possible before saying stop. Draw conclusions.

5. For one hour of study have the students keep a pad handy and make a tally each time they catch themselves off the subject. Have them draw conclusions.

6. Have group discussions on the following questions:

   a. How quiet should the room be for concentration?

   b. How valuable is the plan of timing yourself as a means of keeping your mind on your business?

   c. How can your study equipment be made to aid your concentration?

   d. How can you throw off unhappiness or strong emotion so that you can study?

   e. How can you keep from going to sleep on your work?

   f. To what extent is wandering attention due to mere laziness or lack of interest?

   g. Are studying goals necessary, and how can they be helpful?

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VISUAL AIDS:

HOMEWORK: STUDYING ON YOUR OWN, Coronet

HOW TO CONCENTRATE, Coronet

HOW TO DEVELOP INTEREST, Coronet

HOW CAN I IMPROVE MY ABILITY TO REMEMBER?

OBJECTIVES OF PROJECT:

1. To emphasize the importance of a good memory.

2. To give some general principles on improving memory.

Some students study just enough so that they barely get the gist of an idea. Others go to the opposite extreme and study a topic inside out and upside down until they are confident that they will be able to recognize or recall any aspect of the topic under consideration, no matter how it is presented to them. The purpose of this project is to help students in the first category increase their ability to remember by the use of appropriate techniques.

DATA FOR DISCUSSION:

Nobody can argue about the importance of having a good memory. In studying, in business, in social relationships, and in the everyday affairs of life, the person whose memory serves him faithfully has a tremendous advantage over the one who constantly makes excuses or forgets. Some of us are born with strong capacities to remember; others are less fortunate, but that doesn't mean there is nothing we can do about it.

Here are some principles to follow in improving your memory:

1. Be sure you get a strong impression of the things you wish to remember, using as many of your senses as possible.

   Some of us remember what we see better than what we hear; others can recall sounds more readily than sights. Some can remember colors distinctly, but have a poor memory for shapes. But, by putting together and using all the impressions our sense organs bring us about a thing, we can remember much more clearly than if we rely on sight or sound alone.

2. Study with the conscious intention of remembering.

   The mere intention to remember puts the mind in a condition to remember. If you will make use of this fact in your studying, you will probably be able to recall between 20 and 60 percent more of what you read and hear than you would if you were not actively trying to remember.

3. Do something with what you have learned.

   Think about what you have studied, write down notes on it, or explain it to somebody else.

4. Find means of associating what you learn with facts you already know.

   By binding all such knowledge together, you can learn to remember ideas as groups instead of as separate units. You can make remembering one thing take the place of remembering a dozen.

5. Review what you wish to remember just as soon as possible after learning it.

6. Distribute repetitions of lesson material over a period of time, rather than try to learn it all at one sitting.

7. In word-for-word memorizing, learn the material as a whole rather than as separate parts.

8. Do not change immediately from one subject to another in studying, but rest a short time after you finish each.

9. In changing from one subject to another, choose one that is as different as possible from the first.

10. Study your lesson more than enough for immediate recall. Overlearn each item before you pass to another.

11. Have confidence in your memory.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the class study some lesson in the usual manner and then have them answer the following questions:

   a. How did you study your lesson? Did you. . .

      read it silently?
      read it aloud?
      write it out?
      repeat it to yourself?
      repeat it aloud?
      represent any part of it by a diagram or sketch?
      have anyone else read or repeat it to you?
      explain it to anyone?
      visualize it as you read?
      adopt any other method of studying? If so, explain.

b. How many kinds of sense impressions did you use in your study?

c. Show where and in what manner you associated any new ideas in your lesson with facts you already knew.

d. How soon do you intend to review this work?

e. Did you do your studying all at one time , or did you divide your time into two or more study periods? If more than one, explain the distribution.

f. Did you rest a little while after study, or did you start immediately on another subject? If the latter, what subject?

g. Suggest a good subject to follow the one you have finished. Suggest a poor one.

h. When you felt that you knew your lesson, did you stop studying, or did you study it "more than enough?"

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Preston, R. and Botel, M. HOW TO STUDY. Chicago: Science Research Associates, Inc., 1956.

VISUAL AIDS:

HOW TO REMEMBER, Coronet

REVIEWING, Jam Handy Organization

WHAT STUDY AIDS ARE AVAILABLE TO ME?

OBJECTIVES OF PROJECT:

1. To familiarize students with the different types of reference works available to them.

2. To help students use the individual reference works more intelligently.

Students need to be alert to the many outside sources of help that are available to them in preparing their lessons. Information they can obtain from magazines, newspapers, encyclopedias, and other reference works will often add interest to their oral reports, compositions, or class discussions.

DATA FOR DISCUSSION:

Real study demands that you know how to find information that you need. It won't always be written down in the textbook for you. The school library and the public library are two invaluable sources of help, whether the problem be getting your lessons, bettering your vocational outlook, or improving yourself culturally.

Making full use of the library requires some knowledge of reference books. They will include the following:

1. Encyclopedias and Yearbooks
   In the encyclopedia you will find the important permanent information about almost everything, in the form of a historical account or a description. Most of the encyclopedias also issue yearbooks. In these additional volumes you will find all the important material which has been recorded since the publication of the encyclopedias - developments in such fields as science, politics, and economics.

2. Books of Quotation
   Sometimes you may want a quotation to use as a title or as a starting point for an essay. Or you may want the find the author and the exact wording of a famous line of prose or verse. Books of well-known quotations are indexed both by author and by subject so that you can find a quotation to fit your purpose. They are also indexed by the important words in each quotation, so that you can find the exact line you are looking for.

3. Biographical Information

Several books will tell you about famous people, both living and dead. These include the dictionaries of American and British biography, "Who's Who," "Who Was Who," and others.

4. Almanacs and Atlases

An almost infinite amount of information is included in the almanacs, which are issued frequently, usually every year. "The World Almanac," one of the best known, will tell you nearly everything you want to know about the various states, the countries of the world, the events of recent history, sports records, the ages of movie stars, the departments of the governments, and countless other facts.

The atlases not only have maps of all parts of the world, but they also contain statistical information about continents, countries, cities, rivers, lakes, mountains, etc.

5. The "Reader's Guide to Periodical Literature"

This is one of the most useful works you will find in the library. The guide is issued several times a year and carries an alphabetical list of titles, authors, and subjects from more than a hundred magazines. Your library will not have all the magazines, of course, but it will have some of them. Then you will need to find out how long back numbers are kept. If the magazine you want is not in the file in your school library, you will at least know which issue of which magazine you want, and you will be able to consult it at the public library.

6. Newspaper Files

Many large libraries have files of newspapers going back a number of years. While newspaper references will not be necessary for most of your work, they will sometimes help you to illustrate something or to add color. If you know, for example, the date of the newspaper you wish to see, you can ask for the bound volume of the newspaper which contains that particular issue.

7. Dictionaries

You should have your own dictionary, but you will probably not need one of the largest size. The time will come, however, when you will need a comprehensive dictionary, and then you should turn to the library. The dictionary will give you the meanings of a word, of course, and also the alternative spellings, the pronunciation, the accent, the way to divide it into syllables, the derivation, and often a list of synonyms. There are several dictionaries of synonyms to help you make distinctions between words which seem to be alike.

The great "Oxford English Dictionary," and the "Shorter Oxford Dictionary" will give you, if you are interested in the origin of words, their approximate age--when it can be determined--and numerous examples of their use.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Bring the index volume of an encyclopedia to class and show how to use it.

2. Open the encyclopedia to any entry and explain how to run down the cross references.

3. Name the different kinds of reference works, telling the class the special values of each.

4. Bring to class and show how to use a sample volume of each of the main reference sets.

5. Arrange a "personally conducted tour" of the library to see what is available and how it is used.

6. Let each member of the class ask a question, and let the others tell exactly where or how to look for the answer.

7. Have the class decide through group discussions the answers to the following questions:

    a. How should you choose between encyclopedias and regular books when you need to look up something?

    b. How can you quickly learn how to find what you want in an atlas or almanac which you have never seen before?

    c. What other methods besides alphabetical order can you rely upon in finding a given bit of information?

    d. When should you get a special reference work devoted to a limited field instead of a general one?

    e. How reasonable is it for you to own your own encyclopedia set, and what kind should you get?

8. Have the class read the pamphlets furnished by publishers of reference works, as well as prefaces and introductions in reference works.

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VISUAL AIDS:

FIND THE INFORMATION, Coronet

KNOW YOUR LIBRARY (Second Edition), Coronet

LIBRARY ORGANIZATION, Coronet

LOOK IT UP! Coronet

HOW DO I KEEP A NOTEBOOK?

OBJECTIVES OF PROJECT:

1. To help students appreciate the value of a good notebook.
2. To provide students with suggestions on how to keep a notebook.

Before the student can begin to make effective notes, he must have materials which will facilitate the writing process. He must recognize the notebook as a worksheet for the ideas he records and know the materials and arrangement of a good notebook.

DATA FOR DISCUSSION:

1. Value of the notebook
   Your notebook is one of the most valuable books you will ever own. It is part of your brain, because in it you will arrange your knowledge in the form that is most useful to you. Once it is lost, it can never be replaced.

2. Materials
   Your notebook is made of four materials: a notebook cover, paper, ink, and divisional pages.

   a. Notebook cover
      Whatever kind of notebook you buy, make sure of one thing--that it has a looseleaf cover. It should have rings or some other device by which the pages can be taken out when you wish, or moved around to another part of your notebook. Never try to use a notebook with the leaves fastened in.

      There are several reasons why a looseleaf notebook is superior. If new material comes along that belongs between notes you have already taken, you can insert it where you wish. Another advantage of a looseleaf cover is that you can take out a page when you want to write on it. It saves tired muscles, too, because you can keep all the notes for all your courses in one notebook just by putting them in different sections.

   b. Paper
      The kind of paper you will use is a matter of choice. Most people agree that plain (unlined) paper is best because it makes notes show up more clearly. It also saves space,

because notes can be taken close to the edge of the sheet. Underlining, too, can be done much more effectively because the underlines do not conflict with the ruled lines already on the paper. In addition, when you want to make a diagram or arrange notes in some other unusual way, it is much easier to do so on plain paper.

c. Ink
Ink is a "must" for a good notebook. If you take your notes in pencil, they are almost sure to smudge, and then you will not be able to read them.

d. Divisional pages
Divisional pages are very useful to divide your notebook into different sections. Usually they are made of cardboard in different colors. You can label them with the names of your courses or with other topics to guide you in finding your notes.

3. Arrangement

a. In each section, at the beginning of the notes on each course, have a page for assignments. List the assignments by dates so that you can tell both the lessons you will have to study and those you have studied. Before reviewing for an examination, check with this list so you will be sure nothing has been left out of your notes.

b. After the page for assignments, a page for suggestions for that course should follow. Jot down directions of your own for doing better work, and anything else that may be helpful.

c. Then arrange your notes on the work of the course in the order in which you have taken them. Usually the course will follow a definite trend of subject matter, and your notes should do the same.

d. Always begin your notes on a new lesson or a new subject on a new sheet of paper. Perhaps you will want to rearrange your notes differently. If yournotes on different subjects are on different pages, you can add notes at any point you wish or arrange them as you choose.

e. At the end of your notebook, it is a good plan to have a section for miscellaneous notes. Here you can have a page for appointments, a list of good books to read, or notes for an English theme you are planning to write.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the students answer the following questions about their own notebooks before the discussion on how to keep the notebook:

    a. Where is your notebook?
    b. Are the leaves removable?
    c. How many courses do you use it for?
    d. How is it divided?
    e. What kind of paper do you use?
    f. Is it written in pencil?
    g. How long does it take to find notes on any subject?
    h. What is on the first page of each section?
    i. What comes after the first page?

2. Following the discussion, have the students list all the things they find wrong with their present notebook.

3. Ask each student to list the specific things he plans to do to improve the material and arrangement of his notebook.

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VISUAL AID:

IMPORTANCE OF MAKING NOTES, Coronet

WHAT IS A GOOD METHOD OF TAKING NOTES?

OBJECTIVES OF PROJECT:

1. To give students some general principles for effective note taking.
2. To help students develop a workable system for taking both class and book notes.

Notes are one more tool for effective study. As with most tools, the student must learn the most efficient methods for making and using them.

DATA FOR DISCUSSION:

If you can learn to take notes successfully, you will save yourself vast amounts of time. There is no one best way to take notes, but there are certain general principles that others have found effective in making good notes. They are:

1. Always <u>date</u> each sheet of your notes. Put <u>subject</u> in upper right corner. Also note <u>source</u> of information.
2. Have a <u>plan.</u> Show importance by size or by underlining. Use Roman numerals, capital letters, arabic numerals, small letters, or simply indent. Here is a sample:

```
I.  MAIN DIVISION
    A.  First Topic
        (1)  Subtopic
             (a) Pertinent facts
             (b)      "      "
             (c)      "      "
                 -- more facts
                 -- more facts
                 --    "     "
```

3. Don't try to write down every word except when writing a quote or a rule or a law.
4. Organize your facts as you go along to show relationship.
5. Experiment in taking notes to develop the style you like best.
6. If you miss some information, ask questions of the teacher or other students, or look up the information in textbooks, or go to the library.

7. For convenience, you may wish to use a hard-cover pocket-size notebook (like a stenographer's)--and then transfer notes to an $8\frac{1}{2}$" x 11" looseleaf notebook later.

8. Read (or listen) with a purpose, looking for what it is you want to know. It may be a plot, ideas, or facts.

9. Make sure you understand the words. If not, look them up in a dictionary.

10. Make sure you also understand the relationship of the ideas and facts.

11. Underline for review purposes, covering all the essential points so you can get them at a glance.

12. Summarize the main points so that they make sense to you.

13. Finally, if possible, try to explain the main points to someone else. If this isn't possible, try explaining the subject to yourself.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask the group this question: "How many of you feel that you are able to take good notes?" Request those in the group who say they can to tell how they do it. If all the points in the DATA FOR DISCUSSION have not been touched upon, the teacher can supply the points.

2. Ask each student to improve his notetaking ability by putting some of the principles in the DATA FOR DISCUSSION into practice. The results of these efforts should be reported by each student.

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VISUAL AIDS:

BUILDING AN OUTLINE, Coronet

IMPORTANCE OF MAKING NOTES, Coronet

HOW CAN I IMPROVE MY NOTE TAKING FROM BOOKS OR ARTICLES?

OBJECTIVES OF PROJECT:

1. To help students appreciate the value of good notes on reading.

2. To teach students how to improve their notes from books or articles.

Many students fail to make notes on their reading because they find the whole process too time consuming. This may be because they try to outline every detail. A knowledge of the correct technique and the use of what is known about review and recall may correct the situation.

DATA FOR DISCUSSION:

Good notes on readings are a sure sign of a good student. They have many advantages. One is that you can use good notes in place of the book or article. For example, if you have been assigned only one or two chapters in a book, you don't want to carry it around with you and yet you need the information at hand. By taking notes on the book, you can have the information in your notebook and leave the book on the shelf.

Another advantage is that notes on readings get the material into briefer form. Ten pages of reading in a book, for instance, may be put into two or three pages of notes and will take far less time to read when you review the lesson. Here's how you can improve your note taking from books or articles.

1. Label your notes
   The first step in taking notes is to label them so that you can tell where you got them and where they belong. In the upper left-hand corner of the first page, write the author's name, followed by his initials. Under it write the title of the book or article. After the title, write the number of pages you are going to read. In the center, write the title of the reading. This may be the title of a chapter, or it may be your own title for the reading.

2. Make a brief survey
   You can do this by reading the data clear through, but this takes time and is seldom necessary. Just glance over the material by reading a sentence here and there, looking at the marginal headings, or doing anything to get a general idea of the content.

3. Read

Before you start to read, try to pick out the first main topic the author is discussing. He may give it in a marginal heading, or you may find it in the first sentence. At any rate, read until you find it and then fasten it in your mind. As you read along, look for a subtopic, that is, one division of the main topic. Holding this in mind, continue to read and at the same time look for key words that express the points the author makes in discussing the subtopic. When you reach the end of the paragraph or the discussion of the subtopic, stop reading and start writing.

4. Write

Write the main topic at the left side of the page and underline it. Then write the subtopic under the main topic, a little to the right, and underline that. On the same line start to write a new paragraph, condensing what you have read into your own words. Keep the left edge of your paragraph a little to the right of the subtopic so that the subtopic will stand out clearly.

5. Underline

After you have finished writing your notes, don't put them aside. A few minutes spent in studying them right away will do a lot to make you a better student. Underline all the main topics. Then say them over to yourself. Next, underline the subtopics under the first main topic and memorize those. Now read your notes and pick out a key word to represent each idea. Underline these, being careful to underline just as few words as possible. When you get through, the words you have underlined will form a framework that holds your notes together.

6. Memorize

After you have taken your notes, memorize the outline as explained above. Don't be discouraged if you don't learn it in a few minutes. In order "to have it down cold" you will have to review it once or twice.

7. Check up

If you are taking your notes on reading in preparation for a recitation, it will give you that extra quality of superiority to check up on your work. Before you lay aside the book or article you are reading, go back to something that was puzzling or confusing. Read it slowly and carefully until you understand it. If the book or article isn't clear, look up the subject in another book or article, a dictionary, an encyclopedia, or a textbook.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the students take notes on a chapter in one of their school books. Then ask them to answer the following questions:

    a. Is the subject of the reading underlined?

    b. Are the main topics underlined?

    c. Are the subtopics underlined?

    d. Can you take a key word that is underlined in a paragraph and connect it with (1) the subtopic, (2) the main topic, and (3) the subject?

    e. Do you have frequent abbreviations?

    f. Can somebody who has not read the book or article read your notes and understand them easily?

    g. Can you take out the underlined words and have a complete outline?

    h. Is all the material about any one heading indented under it?

2. The teacher can inform the students that if they can answer each of the questions with "yes," they have good book notes.

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VISUAL AID:

IMPORTANCE OF MAKING NOTES, Coronet

HOW CAN I IMPROVE MY NOTE TAKING IN CLASS?

OBJECTIVES OF PROJECT:

1. To help students appreciate the value of good class notes.

2. To teach students how they can improve their note taking in class.

The inability to take useful class notes can become a perplexing study problem. Learning the basic principles for good note taking in the classroom should be a must for all students.

DATA FOR DISCUSSION:

If you are a wise student, you will learn to take class notes as soon as you can. A large part of the teaching in some technical or advanced subjects is often given in lecture form. Sometimes, even though there are books on the subject, the teacher wants to organize it in a special way to fit into the course, and for that reason he uses a lecture. In a lecture, the teacher can give better emphasis to important points, much as if he were reading a book with you and pointing out important things.

Here's how you can take better notes in class.

1. Label notes
   The first step in taking lecture notes is to label them. This is important because later you will want to know that these are lecture notes. Write "lecture" in the upper left hand corner of your paper. Under it, write the date. In the center, write the title of the lecture and underline it. In the right hand corner, write the name of the course.

2. Listen
   Listening is as important as writing. The trick is to listen and write at the same time. This is something that comes with practice. As the teacher starts to talk, listen for the first idea about the subject. As soon as you grasp it, think of a topic to express it. Some teachers will state the topic, and some will leave it up to you to state. There are various ways to do this. One is to take the first important word (like causes, background, purpose) in case the teacher uses such a word and it fits. Another is to make up a topic of your own. Or you may have to write down the gist of what the teacher says, and, after class, read it over and decide what a good topic would be.

After you have decided on the first topic, be on the lookout for the second topic. It may be a subtopic of the first, or it may be a second main topic. Meanwhile, hold in mind what the teacher is saying.

3. Write

   As soon as you have your topics chosen, start writing. Write first the main topic, and under it write the subtopic if there is one. Indent the subtopic a little. Then write a paragraph condensing the ideas presented by the teacher, indenting it a little under the topic. If you can't decide on the topic quickly, don't wait. Start writing and decide on it later. As you write down the first idea, keep listening for the second idea. Thus, you will learn to write one thing while you listen to another.

4. Get every important idea

   While you should avoid repetition and unnecessary explanations in your class notes, be very careful not to miss anything. Take down every piece of important information, even things which you already know, or which you are sure you will remember. Don't trust your memory alone.

   Finally, when the class hour is ended and you have finished taking notes, leave the rest of the page blank. The teacher may add something later, and you will need to put it in that space. Or, you may want to take the notes on that lecture out of your notebook, and separate them from your other notes.

5. Read and organize

   Next, read and organize your notes as soon after the class or lecture as you can. The best time is in the review period in your study schedule. You should organize lecture notes in the same way as book notes, that is, by underlining the main topics, subtopics, and key words.

6. Do extra reading

   Finally, you can make your lecture notes mean far more to you if you will do some extra reading on your own initiative on the same subject.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have each member of the class bring in a copy of his latest notes on a particular subject and answer the following questions about them:

   a. How are your notes labeled?

b. What are the main topics?

c. Can you find any long word that could be abbreviated and is not?

d. Can your classmates read a paragraph in your notes and tell you what it means?

e. Do you ever repeat the same statement?

f. Does somebody else in the same class have an important statement which you have missed?

g. Is the rest of the page blank after the end of your notes?

h. Does the underlining show a complete, topical outline?

2. Ask each member of the class to rewrite his notes, making the improvements suggested by the above questions, as well as the DATA FOR DISCUSSION.

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VISUAL AIDS:

BUILDING AN OUTLINE, Coronet

IMPORTANCE OF MAKING NOTES, Coronet

WHY EXAMINATIONS:

OBJECTIVES OF PROJECT:

1. To assist students in understanding why examinations (tests and quizzes) have an important place in school programs.

2. To help overcome the fear connected with examinations.

Frequently students view examinations as academic mountains over which they must climb toward a diploma or as special torture devices. It is the teacher's job to show that they are merely yardsticks for measuring knowledge and that they do help in the learning process.

DATA FOR DISCUSSION:

Many students have a negative attitude toward examinations, perhaps because they have not inquired into the true purpose of tests. If you are one of these, here's why examinations are important.

1. Examinations show your progress and that of the teacher.

   When your teacher examines the answers you write to test questions, he is able to see what you have or have not learned. This knowledge can help him in planning future learning activities for the class. A careful study of your examination paper after it has been corrected can be of help to you, too. You will have a better idea of your strengths and weaknesses. Your deficiencies, as shown by the examination, may indicate that you need to spend more time in study, change your method of study, or take a special course to increase your knowledge or understanding.

2. Examinations encourage effective study.

   Frequent examinations usually will cause you to engage in more serious study than you would do otherwise. Teachers have observed that students are likely to engage in regular, consistent daily study when they know that a quiz or examination may come without warning.

3. Examinations serve as a basis for grades.

   Whether you like them or not, grades are still used to show how well or how poorly you have learned. It is important that you begin on the first day of school to build a good record, including grades.

4. Examinations are important in life after school.

   In addition to measuring how well you have learned in school, examinations play an important role in your life after you leave school. You are likely to be faced with examinations of one kind or another for the rest of your life. You will, no doubt, be required to take an examination to demonstrate your fitness for a job. Also, your advancement or promotion on your job is likely to depend, at least in part, on the results of an examination.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. This project may be started with the teacher's asking a question like this: "Why do you think schools give examinations?" If not all the points are mentioned by the students, the teacher might say, "What about. . . ?"

2. To stimulate the discussion, the following questions may also be asked:

   a. Has your last examination shown that you have to change your method of study?

   b. What strengths and weaknesses in the particular subject did it show?

   c. Do you study harder for the teacher who gives unannounced quizzes than for the one who announces tests in advance?

   d. Can you think of two or more adults who have gotten positions or promotions as the result of tests? Tell the class about them.

BIBLIOGRAPHY FOR THE TEACHER:

Wrightstone, Wayne J. WHAT TESTS CAN TELL US ABOUT CHILDREN. Chicago: Science Research Associates, Inc., 1954.

BIBLIOGRAPHY FOR THE STUDENT:

Heston, Joseph C. LEARNING ABOUT TESTS. Chicago: Science Research Associates, Inc., 1955.

HOW DO I PREPARE FOR EXAMINATIONS?

OBJECTIVES OF PROJECT:

1. To give students helpful suggestions for preparing for examinations.

2. To minimize fear in connection with anticipating examinations.

Students need to prepare for an examination physically, mentally, and emotionally. One of the mistakes they frequently make is to postpone studying for a test. Then, when the crucial hour approaches, they feverishly try to crowd all their neglected preparation into a very short time. It is hoped that a project such as this will help such students change to a better approach.

DATA FOR DISCUSSION:

If you find yourself shuddering as examination time draws near, it is high time you did something about it. You may never get completely over a momentary uneasiness - comparable to the tension a football player experiences just before a game or the temporary stage fright of the good actor; but if you find yourself in a state of increasing panic, you must do something about controlling it. If you have done your work regularly, there is no need to panic. If you haven't, a cool head is your first requirement.

The following suggestions may teach you how to meet the none-too-happy situation of taking examinations:

1. Hold regular periodic reviews through the semester. This is the backbone of your examination study technique.

2. Find out what kind of examination is to be given, whether essay, objective, or problem type. Ask the instructor to tell you approximately what the examination will cover.

3. Begin your concentrated studying for examinations in enough time in advance of the examination. Make out a special time schedule for this period, spacing your study hours so that you do not have to cram the night before.

4. Review your test, lecture and reading notes, as well as outside references. Stop periodically to recite to yourself the main ideas from memory. Practice this self-recitation until you have mastered each part.

5. Prepare an outline of the entire content to be covered in the test or examination, organizing the main ideas and key facts in a systematic manner.

6. After you feel you have mastered the content you are to be tested on, spend a couple of hours making up sample questions of the kind the teacher will ask. Write out brief answers in outline form.

7. As a final step in preparation for a test or examination, it is a good idea to meet with two or three other students from the same class and fire questions back and forth.

8. Plan a good night's sleep before any important test. If you are prepared to the best of your knowledge, an evening of relaxation before an examination will do no harm.

9. Study each of your teachers and find out what each expects from you in your answers to his test questions.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask if there are any students who have found a successful method of preparing for examinations. Request that they tell the class what they do. If not all of the points in the DATA FOR DISCUSSION are mentioned, the teacher might suggest them.

2. The following questions may prove helpful in stimulating discussion:

    a. Do you review your work soon after studying it or only as a preparation for an examination?

    b. Do you outline your work as you review it?

    c. In preparing for an examination, how early do you start to review?

    d. Do you regularly cram the day before?

    e. Do you give any special attention to the amount of sleep you get and the kind of food you eat before an examination? If so, explain.

f. Describe your method of studying just before your examination begins.

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VISUAL AID:

DO BETTER ON YOUR EXAMINATIONS, Coronet

HOW DO I TAKE EXAMINATIONS?

OBJECTIVES OF PROJECT:

1. To help students learn the knack of taking examinations.
2. To minimize the possibility of failure on examinations.

Nothing can be done to help a student pass an examination if he has not learned the materials beforehand. However, suggestions can be given on how to use what was learned when faced with an examination.

DATA FOR DISCUSSION:

In addition to developing good habits in preparing for examinations, it is also important that certain principles govern your behavior during the examination period. The following suggestions will enable you to make the best use of your previous preparation:

1. Be on time.

   Go to the examination room in time to get settled before the examination begins. A good rule is to arrive at the appointed place at least five minutes before the examination is to start.

2. Bring all necessary equipment.

   Take to the examination room everything that will be necessary in taking the examination--pen, pencils, paper, eraser, or other materials. If an ordinary pencil is to be used, it is well to have two or more sharpened ones, to avoid delay or waste of time should the point of one break.

3. Get settled.

   Find your seat in the examination room and stay in it. If no special seats have been assigned, occupy a seat near the front of the room if possible.

4. Relax - Don't bring unnecessary worry or anxiety by trying to anticipate the difficulty of the examination. Make yourself wait a minute or two before you begin to write. If you still feel nervous, take several deep breaths.

5. Understand the directions.

   If the directions for the examination are written, read them carefully, at least twice. If the directions are given orally, listen attentively, and then follow them accurately.

6. Get an overview of the examination.

   After reading the directions carefully, look over the entire examination to get an overview of the nature of the test. The purpose of the overview is to give you some idea of the nature and difficulty of the test.

7. Work rapidly, but carefully.

   Once you start to write the examination, follow this rule - work as rapidly as you can, but as carefully as you can. If you come to an item whose answer does not immediately come to you, skip that one and come back to it later.

8. Check your paper.

   Before handing your paper in, look over it to check spelling and punctuation. Also save some time to check your paper for any changes that you need to make in your answers.

9. Make your paper neat and your writing legible.

   Remember, your instructor has many papers to correct. The easier you make his job of reading your paper, the more pleased he will be--a factor which may cause him to rate your paper a little bit higher.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The teacher might ask the class to mention some things they have found helpful in taking examinations. As they mention them, the points should be listed on the board. Those that are omitted by the students could be suggested by the teacher and listed.

2. Ask the students to copy the suggestions on the board or make a mental check list of them and to check their behavior against them during their next examination.

3. Questions such as the following might also serve to stimulate discussion:

    a. Do you start on your first examination question immediately or do you read all of them over before you begin?

    b. Are you ever conscious while taking an examination of worrying over the possible way in which failure to do well might react upon yourself?

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VISUAL AID:

DO BETTER ON YOUR EXAMINATIONS, Coronet

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UNIT II

PERSONAL GUIDANCE

WHAT IS PERSONALITY?

OBJECTIVES OF PROJECT:

1. To emphasize the factors that enter into personality.
2. To provide students with data necessary for self appraisal.

Students often say of someone, "He has a wonderful personality," or "She has no personality at all." They never stop to think just what personality is or how it is formed. It is hoped that information in a project such as this one will remedy the situation.

DATA FOR DISCUSSION:

There seems to be no general agreement as to the exact meaning of the word "personality." Perhaps it covers so much ground that it cannot be put into one short definition. A better understanding of personality can be reached by getting away from a short definition and attempting a thorough analysis of what it is.

Personality is made up of the following physical traits, aptitudes, and ways of behaving:

1. The way you look.

   This includes your height, features, build, color and texture of your hair, size of your hands and feet, your teeth, and perhaps a number of other physical traits. An appealing personality does not depend upon the possession of any particular build, hair color, etc. Nor is facial handsomeness necessary to a good personality. A person may be positively homely and still acquire a magnetic personality.

2. The way you dress.

   This covers neatness, appropriateness, cleanliness, and style of your clothes, as well as your hats, shoes, and accessories. It is not necessary today to dress in the latest style or to wear expensive clothes in order to be attractive.

3. The way you talk.

   Here we consider first the tone, quality, and volume of your voice. How many attractive young ladies, otherwise charming, spoil the picture by a high-pitched, unmusical voice! And how many young men gurgle their words through sheer laziness!

A too-limited vocabulary and ignorance of proper grammatical usage are also dangerous barriers to an effective personality. Do you overuse words like "swell," "great," "O.K.," and "fine"? Do you say "ain't," "The bell has rang," or "Who do you wish to see"?

4. The way you walk.

Consider your physical grace and poise, your stride and carriage, the way you sit down and rise to your feet. There is no good reason why everyone should not acquire a certain degree of gracefulness of movement. This by no means implies effeminacy in boys or too much masculinity in girls.

5. The way you act emotionally.

This includes your ability to keep at all times a sane emotional balance. People are intended to laugh, to cry, to be happy or sorrowful, to like some things and dislike others, to experience sympathy, love, and reverence. That is the way we are made. To hide our emotions is to behave abnormally. But our emotions should not rule us. They must always, especially in their more violent expression, be under the control of our will.

The most helpful emotions, feelings, and moods in personality development are optimism, hopefulness, cheerfulness, happiness, sympathy, and reverence. A sulky, sullen person makes few friends. A cheerful, pleasant person will never lack admirers.

6. The way you act intellectually.

Here we consider your ability to reason from facts to conclusions without allowing prejudice, tradition, or wishful thinking to influence you. Many persons make the mistake of "thinking with their emotions" instead of their brains.

Sometimes intelligence is confused with education. This confusion is unnecessary, because education is what you know--the knowledge you have acquired--whereas intelligence is your capacity for acquiring more knowledge and education. A person may have much intelligence and little education. It is hard, on the other hand, to imagine a person with a low intelligence level and a lot of education.

7. Your philosophy of life.

This includes your code of personal ethics and morality. Your idea of the fundamental values in life, and, in the broader meaning of the term, your spiritual development. It is hard to imagine a really attractive personalitywithout the element of character.

Some of the fundamentals of good character include basic decency, physical and moral courage, honesty, unselfishness, and sensible modesty. We can't help liking people with these qualities.

8. The things you can do.

   The number and variety of socially acceptable activities in which you can engage is at once an index of attractiveness and a means of developing personality. Barring physical disability, there is no reason why you should not learn to swim, fish, play games, make a speech, play a musical instrument, and do a host of other things in the company of other people.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. To get the discussion under way, have each student make up his own definition for personality and tell it to the class.

2. If the definitions given do not include all the items under the DATA FOR DISCUSSION, the teacher can ask such questions as the following:

   > Does the way you look reflect your personality?
   >
   > Is your personality reflected in the way you talk and act?
   >
   > Are your personal ethics and morality reflected in your personality?
   >
   > Does engaging in swimming, fishing, and playing a musical instrument develop attractiveness of personality?

3. Ask each member of the class to make a list of five of his acquaintances and friends that he likes best and then try to analyze why he likes them. Without mentioning names, several of the students can relate to the class why they like the people on their list.

4. Request each student to evaluate himself through the use of the following Self-Evaluation Scale (see next page):

   Give these directions: Place a check mark in the position on each line that you think best describes you. To the left is low; to the right, high; the middle point on the line is average. Be perfectly honest with yourself; don't be modest, on the one hand, or conceited, on the other.

SELF-EVALUATION SCALE

		Very Low	Low	Average	High	Very High
1.	Appropriate and attractive clothes					
2.	Good looks or beauty					
3.	Physical and mental poise					
4.	Physical vitality and health					
5.	Personal neatness					
6.	Intelligence					
7.	Common sense					
8.	Tact					
9.	Honesty					
10.	Self-confidence					
11.	Promptness					
12.	Use of English					
13.	Emotional balance					
14.	Ambition					
15.	Resourcefulness					
16.	Cooperativeness					
17.	Courteousness					
18.	Good humor					
19.	Patience					
20.	Originality					

Now take a blue or a red pencil and connect each check mark with the one on the next line below it. This gives you a "personality profile." Notice the number of times the profile goes to the left of the average and the number of times to the right. You now have a graphic picture of the areas in which you think you are below or above average.

5. Request each student to have someone else rate him on the same scale. The other person's profile can then be drawn with a different colored pencil.

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VISUAL AID:

IMPROVE YOUR PERSONALITY, Coronet

WHAT AFFECTS PERSONALITY?

OBJECTIVES OF PROJECT:

1. To help students understand how personality is formed.
2. To assist students in analyzing the factors that have influenced their own personality.

People very rarely talk about being "self-made" any more, because it is realized that many, many influences have played a part in making us the people we become. Just what these influences are, how they affect us one way or the other, and what can be done to take full advantage of the resources available, are all matters worthy of consideration by the high school student.

DATA FOR DISCUSSION:

1. Your environment

   Your personality has been greatly affected by the environment you have lived in since you were born. Your environment is formed by your family, neighborhood, friends, school, church, and community--all your surroundings from birth until now. Even before you were born, in the months when you were growing toward birth, your environment affected your physical growth and so contributed elements of your future personality.

   a. Your home

      Good, poor, or indifferent, your home has left its mark upon you. To a considerable extent, you are what your home has taught you to be. Your home influences have been important building blocks for your health, your ability, your self-confidence, your independence, your manners, your attitudes, your prejudices, and your religion.

   b. Your neighborhood

      Your neighborhood, too, has influenced your personality. There are certain regional differences that are reflected in what you are. For example, the North, South, East, and West have peculiarities of language, attitudes, racial consciousness, certain religious forms, industrial development, and a host of characteristics that influence the families in the region and affect the development of the young people who live there.

Within a given city there are still further differences that affect you. The social status that you have, whether upper class, middle class, or lower class, also influences your development and the kind of training you will receive.

c. Your friends

Your friends, like your family, are important to your personality development. You may feel now that what your friends think of you matters far more to you than what your parents think. Your respect for the opinions of your friends may help you to work to overcome some bad habits you may have been allowed to develop at home, or, on the other hand, this may cause you to ignore the good training your parents have provided.

2. Your heredity

It is not possible to know which is more important in your personality growth, your environment or the characteristics you have inherited. Many things, such as disposition, are determined largely by the environment you live in, but these are also affected by physical inheritance. Heredity and environment cannot be separated, for they work together to produce personality.

a. Physical traits

Most of your physical characteristics were settled long before birth by your heredity. A multitude of ancestors for many generations back all contributed characteristics to your inheritance. Environment cannot change the things that are settled by heredity. Sex is fixed, as well as hair color, skin pigmentation, eye color, the approximate height that you will reach, and the shape of eyes, nose, ears, and some other features.

b. Mental ability

Mental ability is also inherited. The raw material that makes it possible for us to learn is inherited from our parents. Many different building blocks called genes are probably involved in determining the various kinds of mental ability. Heredity sets a limit beyond which a brain will not develop, but most of us will never make use of our fullest possible mental development. The environment has something to do with how much the mental ability of each person will be developed.

3. Your sense of purpose

The sum total of your dreams and ambitions you have developed out of your many experiences so far. This sum total acts as your drive and as your compass in life, giving you a sense of direction and purpose. Part of it are the things that you value in life, the basis on which you make your choices. Conscious and unconscious beliefs make up some of these dreams and ambitions, in which your religion is also important. The whole is sometimes called your philosophy of life. Your sense of purpose grows as you grow.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. To get the discussion started, ask the class questions such as these:

   a. Do you think it is true that you have copied your manners from your family? If so, explain. Can your choice of friends influence your manners?

   b. In what ways do friends support what one has been taught in one's family? In what ways may friends cause us to question things we have been taught?

   c. How does the community one lives in affect one's personality development?

   d. What personality traits are determined chiefly by our environment? What personality traits do we get from heredity?

   e. How do you think heredity and environment are related in the development of a person with special mental ability?

2. Request each member of the class to write his own biography, including in it the more important influences in his life. Ask the students to structure it as follows:

   a. Specific memories, indicating how they felt about what happened.

   b. Things they used to be afraid of: what started these fears, and how they have overcome them.

c. The people they most admire and why; what these people mean to them.

d. The place they think they have in their parents' affections and their own mixed feelings toward them through the years.

e. Brothers and sisters: the jealousies, the rivalries, and competition that they feel in relation to them.

f. The ways in which their neighborhood has become a part of them.

g. A specific statement as to their own sense of purpose in terms of their ambitions and philosophy of life.

The biographies that the students write may become a part of their cumulative records.

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VISUAL AIDS:

FAMILY LIFE, Coronet

YOU AND YOUR PARENTS, Coronet

WHAT ARE SOME SIGNS OF AN EMOTIONALLY MATURE PERSONALITY?

OBJECTIVES OF PROJECT:

1. To analyze traits and qualities possessed by the emotionally mature person.

2. To arouse in students the desire to become emotionally mature.

No person has all the character traits and qualities that will be described in the DATA FOR DISCUSSION as possessed by the emotionally mature person. But this doesn't mean that these traits shouldn't be set up as goals for students to aim for.

DATA FOR DISCUSSION:

Ideally, the emotionally mature person possesses a combination of the following traits:

1. He is able to deal constructively with reality.

   This simply means the ability to take the world as it is. Handling life's situations is somewhat like playing a card game--you have to play with the cards you have been dealt. It's easy to play when you hold good cards, but what do you do with a poor hand? The more mature player will look at even the poorest hand and realize that how he plays each card in that hand is important.

2. He has the ability to adapt to change.

   You are accustomed to a certain amount of change in your daily life. At one moment you are in class listening to the teacher. Half an hour later, perhaps as a member of the ball team, you have to react to a very different situation.

   As a person becomes more mature, he is able to adapt not only to simple situations like these, but to the changes that have a greater effect on his life--changes such as moving to a new city, or getting a new job, or even changes in the world situation that affect everyone to some extent. How effectively a person can adapt depends both on how mature he is and how deeply a particular change affects his life.

3. He can handle fears, tensions, and anxiety.

No one can go through life without being under tension at one time or another. All of us experience anxious moments about a situation or a problem. We all get panicky over uneasy feelings and often are unable to face our problems objectively. But the more mature we are, the better we will understand these feelings. We will know that at times we will become confused and may behave in unreasonable ways. Our maturity depends, to a certain extent, on how well we can handle our problems and how easily we can turn the tenseness that often accompanies problems into productive outlets.

4. He gets more satisfaction from giving than receiving.

The more mature you are, the more fun and real satisfaction you will have in giving to others. Mature giving means more than just giving away material things. It includes the giving of yourself--the love and understanding and help that you give to your family, friends, and others in the community. In fact, this element is necessary if what you give or what you do is to have any real meaning to the person who receives it.

5. He is able to build satisfying relationships with other people.

An important part of getting along with others is the ability to "relate" yourself to people. When you can identify with another person--when you can put yourself in his shoes--you are able to relate to him. Relating to people simply means being able to understand and accept people even though they are different from you. The greater your ability to relate yourself to others, the more mature you are.

6. He is able to control his hostile feelings and acts.

We all have tremendous energy drives of hate and destruction. No person is without them, yet no person can become mature without learning to control them. You learn to control these hostile drives just as you learn to control other primitive impulses--usually in the process of growing up.

7. He is able to love.

The most important single indication of emotional maturity is our capacity to love. Love in this sense means much more than the specific types of love between lovers, although it includes that, too. It refers to an all-embracing attitude toward the world in which we live and especially toward the people with whom we live and work and play.

This wider love is closely related to at least two of the other characteristics of emotional maturity--our capacity to give and our ability to relate ourselves to and understand other people.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Select a situation in which emotional maturity or immaturity is clearly evident in the person involved. Perhaps the rain has suddenly interrupted a picnic. Perhaps a father has just lost his job. Perhaps the last good tire on the car has just gone flat. Perhaps. . . ?

   Choose roles for am impromptu skit, portraying the way various persons of different levels of emotional maturity might act. Change roles and show how the persons might learn to act in such a situation.

2. As the teacher mentions the items in the DATA FOR DISCUSSION one by one, the various members of the class might discuss what each item means. Ask them to illustrate, out of personal experience, current movies, or fiction, an individual who typifies each point.

3. After the traits or qualities of an emotionally mature person are discussed and placed on the board, ask the students to copy them and apply the listing to themselves. Have them star those items on which they feel a particular need for individual growth.

4. Ask the students to jot down for themselves some suggestions on how they may develop in the direction they have indicated for themselves.

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VISUAL AIDS:

ACT YOUR AGE, Coronet

CONTROL YOUR EMOTIONS, Coronet

OVERCOMING FEAR, Coronet

PERSONALITY AND EMOTIONS, Encyclopedia Britannica

PLANNING FOR SUCCESS, Coronet

WHAT ARE SOME UNDESIRABLE PERSONALITY TRAITS?

OBJECTIVES OF PROJECT:

1. To make students aware of the types of behavior which are damaging to personality.

2. To arouse in students the desire to act maturely.

In every school there are students who show by their actions, attitudes, and remarks that they have personality difficulties of one kind or another. They need help in analyzing their problems so that they may react in more mature ways.

DATA FOR DISCUSSION:

1. People who make no particular effort to solve their problems act immaturely.

   If they are not as popular as they might be, or if they do not have some of the things they wish for, they may just sit and daydream. By imagining themselves handsome, famous, or wealthy, they enjoy a feeling of satisfaction that they do not get in real life. Some daydreaming is natural and desirable. But, when it becomes a habit, it is more difficult to face actual situations and work them out.

2. Those who run away from responsibility show symptoms of an unhealthy personality.

   If a difficult test is scheduled, they may become ill and have to go home. Fear and worry actually make them sick and unable to face the situation. But, by finding excuses for not meeting their responsibilities, they are forming a habit that will cause them to lose both friends and jobs as they grow older.

3. Those who act in childish ways also make their personalities unattractive.

   Because some young people found when they were younger that they could get their own way by having temper tantrums, they continue to use this method. In an outburst of anger, they stamp their feet, kick, cry, swear, sulk, pout, slam doors or refuse to talk. Those who are unhappy because they feel that they are mistreated or dominated often want to hurt someone else. Consequently, they push, shove, fight, bully, and tease. Or, they make sarcastic remarks, become rebellious, and refuse to cooperate with the group.

4. People who are unsure of themselves and who try to hide their lack of confidence with a conceited, know-it-all attitude act immaturely.

   They attempt to make up for their shortcomings by bragging and exaggerating. They seem to feel that they can build themselves up by boasting about their own accomplishments and by tearing down and belittling others.

5. Another symptom of an unhealthy personality is trying to attract attention.

   When people feel inferior or when they are not getting as much appreciation and recognition as they would like, they must find some way to be noticed. Though they may be altogether unaware of it, they often try to attract attention to themselves by wearing flashy clothes, by clowning and showing off, or by appearing helpless, dull, or awkward. They are very much in need of either friends or of the feeling that they can do something well.

6. People who are critical and belligerent also make their personalities unattractive.

   Some boys and girls, because they feel unhappy or mistreated, assume a rebellious, "I-will-not" attitude. They develop the habit of being against everything. This is known as negativism.

7. Another symptom of an unhealthy personality is oversensitiveness.

   It may be that young people who are very sensitive have not matured as rapidly as others in their group, that they have been too dependent on their parents, or that they are afraid of criticism. At any rate, they often feel hurt and imagine that their friends are going out of their way to slight them. These people are in special need of friendship and understanding.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Hold a group discussion in which everyone is encouraged to express his views on such questions as:

   a. What is a good all-round personality?

   b. What are the main personality problems of most teenagers?

c. What are some of the possible causes of attention-getting behavior in school? Do you think that the class show-off may really be expressing his need for friends, for achievement, or for a feeling of importance?

d. Some young people are constantly striking out at the world in general by bullying, fighting, quarreling, and destroying property. What are possible reasons for their feeling so belligerent?

e. Why do physical defects sometimes make persons shy, bitter, or cruel? What are the real personality needs of handicapped persons?

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VISUAL AIDS:

ACT YOUR AGE, Coronet

CONTROL YOUR EMOTIONS, Coronet

UNDERSTAND YOUR EMOTIONS, Coronet

HOW CAN I IMPROVE MY PERSONALITY?

OBJECTIVES OF PROJECT:

1. To help students realize the importance of a good personality to happiness and success.

2. To give students some definite suggestions for improving their personalities.

Personality improvement should not be left until the concluding days of school when placement is imminent. Rather, it is something that should be undertaken from the first day of school. Each student, either individually or in groups, should be assigned a teacher whose responsibility it will be to see that personality development receives proper attention.

DATA FOR DISCUSSION:

There are four essential steps in the process of personality improvement:

1. Realizing the need for improvement

   The person who considers himself perfect never takes even the first step. It never occurs to him. Conceited people are convinced of their own immediate perfection. For them life holds no possibilities or opportunities for change in the direction of improvement. God made them perfect and then broke the mold.

   There are also other people who, though not conceited, have never realized any need for improvement. Their personality faults have never been called to their attention.

2. Desiring to improve

   Human motivation is a complex thing and sometimes a baffling puzzle. We act many motives, some of them apparently native, or inborn, and some of them acquired or learned. Here is a list of some motives that you will bring into use to keep you working toward a better personality:

   a. The desire to be attractive to the opposite sex.

      We like to have the opposite sex look at, admire, seek, and, in general, be attracted to us. This is one of the strongest motives we have. It can be brought to the support of a personality improvement program. Whoever improves his personality will then naturally be more attractive to the opposite sex than before.

b. The desire for public approval.

We want to be well thought of. We want people of both sexes and of all ages and walks of life to approve of us. We want people to like us and speak to us and be friendly toward us. This is a motive that should strongly bolster your resolution to improve yourself. You will naturally receive more public approval if you rid yourself of traits that people dislike and develop traits that people like.

c. The desire for security.

We like to feel safe--safe in our persons and safe financially. We devise all sorts of ways for making ourselves safer, further away from possible harm. An agreeable disposition helps make a person more secure in his job. You can help keep up your enthusiasm for the hard task of personality improvement by remembering that a well-balanced personality does add to your security in a number of ways.

d. The desire for power.

Man wants power--any and all sorts of power. His wish for power is expressed in a number of ways. One common way is in accumulating wealth. Another is in seeking positions that are supposed to bring prestige and high standing. We want to feel important. We like to show off our influence, our titles, our various offices, our trophies--anything that bolsters our feeling of power and importance.

An improved personality will increase your influence (and therefore your power) over people. It will open up avenues of promotion and advancement in your job or profession and thus bring you more power.

3. Taking a personality inventory

It is a good idea to find out just where you stand before launching your program of improvement. What are your strongest points? Your weakest? Wherein do you anticipate the greatest difficulty? In what ways are you already far ahead of your friends and associates in personality?

These questions are not always easy to answer. There is no magic mirror that will reflect for you the traits that others see in you and dislike. You will certainly need some assistance in taking your personality inventory. The ideal place to answer those questions is in a class such as this one on personality improvement.

4. Making a systematic plan for improvement

With an outline of your strong and weak points before you, the next question is what to do. The general idea, of course, is to keep up the good work in your points of superiority and to do something constructive about your weaknesses.

You may wish to concentrate on one particular phase of your personality at a time. This may be a sound procedure for you, although some people prefer the tactic of trying to improve every weakness every day.

Perhaps you can strike a happy medium between these points of view. It may be best to devote some time to as many different areas of self improvement as you can each day, while concentrating on one particular area. For example, you might concentrate on grooming and appearance for a number of days and, at the same time, try to overcome stage fright, be more tactful, and so on through all the deficiences you need to work on. Personality improvement is something that should continue indefinitely.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. To start this project, ask the students to write down the things they have done in the past to improve themselves, especially in the field of personality. Call on several members of the class to relate what they have done.

2. Then ask the class questions such as these:

   a. Have you taken the first step in personality improvement--realizing the need for improvement?

   b. Do you know where you need improvement most?

3. Ask each member of the group to list ways in which he thinks he is superior to the average person of his age and sex.

4. Request that each member of the group make a list of ways in which he thinks he is inferior to the average person of his own age and sex.

5. Then ask questions like these:

   a. Do you know anyone whose personality has undergone considerable change recently? If so, try to analyze how and why.

   b. You probably know some people whom you like better the longer you know them, and others of which the reverse is true. Can you tell why?

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VISUAL AID:

IMPROVE YOUR PERSONALITY, Coronet

HOW CAN I DEVELOP A PERSONAL PHILOSOPHY OF LIFE?

OBJECTIVES OF PROJECT:

1. To help students to see which of their day-to-day actions are most important and which ones will lead most directly to what they want out of life.
2. To help students to be better able to choose between goals when there are two or more in conflict with each other.
3. To help students to carry out their role as citizens.

By doing some careful thinking, the students can discover which things are really important to them and which things they'll continue to want after they have them. Very often, having them ask themselves the question, "What things, ideas, and feelings are most important to you?" can start them on the road to discovery.

DATA FOR DISCUSSION:

1. What you believe in

   What you believe about yourself, your obligations to others, and their obligations to you are important parts of your philosophy of life, or of the code that you live by. Your beliefs will determine what life means to you now and later, for your beliefs are an important part of your personality. As time passes and you have new experiences, you will change in some of your beliefs; but, gradually, you will find that you are living by a certain philosophy of life that has grown out of all the things you believe.

2. Developing your philosophy of life

   a. The most important step is to know what you believe about the rights of others and yourself by

      (1) Studying the Constitution and the Bill of Rights to see what specific rights America guarantees to every person in a democracy.

      (2) Doing some thinking about what your religion means to you and whether or not you are willing to live according

to its teaching. One of the chief things that your religious belief may do for you is to help you see life in perspective. You may begin to see the world as larger than yourself, to see yourself not as the center of the whole universe, but as a responsible person among many other people who have rights and needs.

b. Look around a little, examine many different ideas and theories about life. Study the goals which the people you know have chosen for themselves. By observing what others have set up as goals, you may find some that will also suit you. You may, on the other hand, disagree with what you discover. But this at least will make clear what it is you don't want. Even if you already have a fairly clear idea of how you want to live, a glance at the goals of people around you will help you in understanding and getting along with them.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the class discuss the answers to the following questions:
    a. What is a philosophy of life?
    b. Where do we get our philosophy of life?
    c. What contrasting philosophies may be expressed by people who have been successful in business?
    d. What are the basic beliefs in our democracy as stated in the Bill of Rights?
    e. Why is it that some people do not accept these ideas?
    f. How common is religious faith among all peoples?
    g. Give some of the important things that one should get from his religious beliefs.
    h. Should one get along better with others if he follows the teachings of his religion? Explain.
2. Ask each member of the class to try writing out his philosophy on religion, on honesty, on government, on what is worth striving for in life.
3. Give to the class a short sketch of a person you know whose philosophy of life seems to have a strong effect (good or bad) on the way he gets along with others.

4. Have the class read the Bill of Rights. Ask the different students in class to take up the different rights guaranteed and show how students in your school feel about these rights; then stress the importance of all knowing and accepting the guarantees in the Bill of Rights if our democracy is to be effective.

5. Ask the members of the class to collect newspaper articles involving incidents pertaining to the Bill of Rights.

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VISUAL AIDS:

OUR BASIC CIVIL RIGHTS, Coronet

OUR LIVING CONSTITUTION, Coronet

OUR LIVING DECLARATION OF INDEPENDENCE, Coronet

PUBLIC OPINION IN OUR DEMOCRACY, Coronet

HOW DO I DEVELOP CHARACTER?

OBJECTIVES OF PROJECT:

1. To develop an awareness of good character traits.

2. To instill in students the desire to develop character.

This project provides an opportunity for examination of aspects of character which play an important role in human development. It should encourage self-examination and understanding.

DATA FOR DISCUSSION:

1. What is character?

    a. It is easy to define what it is not. It is not good clothes, makeup, popularity, or physical attractiveness. It is not family position or social fame. It is neither athletic ability nor high I. Q.

    b. Character is the real you. Some of the characteristics of good character are self-sacrifice, knowing the right thing and doing it, and treating others the way we like to be treated.

    c. Some common qualities of good character are honesty, truthfulness, cooperation, industry, dependability, sportsmanship, and loyalty.

    d. It differs from personality in that it is internal, whereas personality is external or outward.

2. Some ways to improve character

    a. Never permit selfishness to enter into your plan.

    b. Begin by carrying more than your share of the work at home and in school.

    c. If you make an appointment, keep it.

    d. Be prompt.

    e. Don't put things off.

f. If you are wrong, admit it.

g. Be friendly and helpful.

h. Smile! Don't become discouraged.

i. Remember that character is not built in a day. It takes years of slow progress.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The question, "What is character?" may be the basis of a class discussion.

2. When a definition of character has been arrived at by the group, the teacher might ask this question, "What are some basic traits of good character?" Those that are mentioned can be listed on the board. If all those in the DATA FOR DISCUSSION are not mentioned by the students, the teacher might say, "What about . . . ?

3. Have the students mention instances from school, the movies, or their reading in which individuals demonstrated their good character.

4. Ask the students to take the following written character test. Request them to answer the questions honestly, because no one but themselves will see the answers.

    a. Do you cheat in order to win?

    b. Do you cheat, or help a friend to cheat, during an examination?

    c. Would you take a magazine from the rack, or a bar of candy from the shelf, when no one is looking?

    d. Would you look the other way rather than help a blind man across the street?

    e. Do you back out of assignments?

    f. Do you feel like giving up when you get a low grade?

    g. Do you use sickness as an excuse for getting out of work?

    h. Do you do less than your best because you lack ambition to reach the top?

    i. Would you spread a nasty rumor about someone you dislike?

j. Do you mar schoolbooks and school property because they are not your own?

k. Do you refrain from notifying the teacher of an error in marking if it means loss of points to you?

l. Do you become a discipline problem in the teacher's absence?

m. Do you criticize unjustly?

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DEVELOPING CHARACTER, Coronet

HOW HONEST ARE YOU? Coronet

RESPECT FOR PROPERTY, Coronet

RESPONSIBILITY, Young America Films

RIGHT OR WRONG, Coronet

THE PROCRASTINATOR, Young America Films

UNDERSTANDING YOUR IDEALS, Coronet

WHAT IS CONSCIENCE? Coronet

WHAT ARE SOME GENERAL RULES FOR DEVELOPING GOOD PHYSICAL HEALTH?

OBJECTIVES OF PROJECT:

1. To establish, insofar as possible, better health habits and conditions in the lives of the students, in school and out.

2. To arouse an awareness of what is essential in health knowledge.

Each individual has a wide range of choice in determining his own state of health. It is hoped that a project such as this will help students form habits of living that will make the most of the good health possibilities with which they were born.

DATA FOR DISCUSSION:

1. Have a good diet

In order to have the most energy possible to grow to your ideal size and also to maintain the weight that is best for your build, you need to make it a habit to eat a diet based on a few simple rules. You need a good proportion of proteins, carbohydrates, fats, minerals, and vitamins every day.

a. Proteins

Proteins are a class of foods that are extremely important for growth. The best protein-furnishing foods are meat, fish, eggs, milk, and cheese. Not all of those foods have to be eaten every day, but a good start for your day is an egg and a glass of milk for breakfast. And, if you can make your after-school snack a cheese sandwich instead of a coke or an ice cream soda, you will get better health-and-growth value for your money.

b. Carbohydrates

Carbohydrates are provided by foods such as potatoes, bread, cereals, sugar, and some vegetables. Carbohydrates are needed for energy, although they contribute less to growth and endurance than proteins do.

c. Fat

Fat is also an energy producer. Butter, cream, nuts, frying oils, and fatty meats are high in fat content. In warm seasons of the year we need less fat. If too much fat is eaten, the body stores it up, and we begin to worry about reducing.

d. Minerals and vitamins

Minerals and vitamins are necessary for healthy bones, teeth, skin, nerves, and in general for the proper functioning of the body. A varied diet that includes milk and the other protein foods, grains, vegetables, and fruits, will insure an adequate supply of these essential nutrients and keep your body functioning at its best.

2. Get plenty of sleep

People vary in their sleep requirements. During the teens, most people need nine or ten hours a night. Many people continue for many years to require about nine hours of sleep out of the twenty-four. You can determine for yourself what yoursleep needs are. Enough sleep is the amount that enables you to wake up in the morning feeling ready to get up, with energy and enthusiasm for the day.

3. Exercise

If you are eating a balanced diet and getting enough sleep, you probably would hardly be able to resist getting into activities that give you exercise. You may be interested in going out for the team sports of your school, or perhaps you like individual sports, such as tennis, swimming, handball, or golf. It may be that you don't care for sports, but you do enjoy romping with your dog or walking with your friends. Almost every one of us can enjoy some sort of physical activity, regardless of whether or not we happen to be of the athletic type.

4. Understand yourself

Your feelings about health and illness, your general attitudes toward life and toward the daily problems and challenges that arise, have as much to do with health as food, rest, and exercise. Worry can cause loss of appetite or indigestion, no matter how digestible one's food is. An excessive fear of illness can actually make one ill. The close relationship between our attitudes, feelings, fears, worries, and physical well-being is one of the facts of life that we must understand and cope with.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. To bring out the points in the DATA FOR DISCUSSION have each member of the class do the following:
   a. Keep a record of his eating habits and those of his friends for one week and then list all the good and poor eating habits he observes.
   b. Keep a record of his hours of sleep for one week and then ask himself if he is getting enough sleep for a person of his age.
2. Hold a group discussion in which everyone is encouraged to express his views on such questions as the following:
   a. Have you known some family that seems to be overly concerned about health? How do they show their unhealthy attitudes?
   b. Can you think of a time when you became ill largely because of worry or fears?
3. Have students act out the following socio-dramas:

   Two family scenes: (1) The Jones family - the parents and their four children - at dinner. The conversation will show how the parent Joneses pass on wrong attitudes toward food to their children; also how a family may develop a bad habit of letting table conversation dwell on food likes and dislikes.
   (2) The Smiths at dinner are the reverse of the Joneses. In the scene try to bring out correct attitudes and feelings toward food and a better type of table conversation.
4. Ask each member of the class to fill in the chart on the following page.

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HOW ARE YOUR EATING HABITS?				
	Never	Some-times	Usually	Always
1. I enjoy my meals.				
2. I get up in ample time and I eat a hearty breakfast.				
3. I take time to eat a substantial lunch.				
4. I drink at least four glasses of milk daily.				
5. I eat green or yellow vegetables daily.				
6. I eat three good meals a day.				
7. I am sociable but sensible about what I eat between meals.				
8. My table manners are acceptable to others.				

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FOOD THAT BUILDS GOOD HEALTH, Coronet
NUTRITIONAL NEEDS OF OUR BODIES, Coronet
YOUR HEALTH AT HOME, Coronet
YOUR HEALTH AT SCHOOL, Coronet
YOUR HEALTH: DISEASE AND ITS CONTROL, Coronet
YOUR HEALTH IN THE COMMUNITY, Coronet

HOW DOES MY HEALTH AFFECT MY RELATIONSHIP WITH OTHERS?

OBJECTIVES OF PROJECT:

1. To help students understand the conditions of health that are important.
2. To arouse an awareness of the importance of health for popularity.

This subject should include a discussion of what friends feel is essential in general health, the methods of establishing these conditions, and a study of health propaganda advertising.

DATA FOR DISCUSSION:

1. Several manifestations of good health in others may seem important to you:

   a. Skin

   Skin should be clean--not all youths can have clear skin because acne is a common condition of adolescence and will pass away as a youth becomes an adult. Two of the causes of acne are clogged sweat pores and rapid growth. Let us remember the difference between clear skin and clean skin. Everyone can have clean skin.

   b. Breath

   Breath should be sweet. The cause of an offensive breath may be ineffectively brushed teeth, diseased tonsils, or a digestive disturbance.

   c. Posture

   You can have good posture if you practice a few simple exercises which will help you to be posture conscious.

2. Health is essential for popularity because:

   a. Your ability to participate in activity (play) depends on your general health. The group enjoys those who are able to play with them.

   b. Enthusiasm and pep make a person well-liked.

3. The school helps you in establishing and maintaining good health by:

   a. Providing clean, attractive lunchrooms.

   b. Having rules for hall conduct barring what is dangerous, destructive, or discourteous, such as running in crowded hallways, yelling, pushing, etc.

   c. Seeing that good ventilation is provided at all times.

   d. Having those who have been ill checked carefully by a doctor or a nurse before being allowed to return to the school group.

   e. Teaching preventive medicine and seeing that it is practiced.

   f. Providing opportunity to participate in some healthful leisure-time activity.

4. Some facts about advertised health remedies that you should know:

   a. The consumer is now protected in many respects by the Federal Trade Commission's authority to prosecute fraudulent and misleading advertising. Nevertheless, we should look for the facts of an advertisement as opposed to colorful, extravagant, or appealing adjectives and illustrations. The law is designed to give the consumer particularly good protection against misleading advertising of foods, drugs, and cosmetics. At the same time, we should strive against being influenced by other than the facts of the advertisement.

   b. An even more evident truth is that the safest protection for your health is to take a remedy only upon the advice of a reputable physician rather than to attempt to diagnose your own ills and prescribe your own remedies.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask the class to draw a line down the center of a sheet of paper. Ask them to list on the left-hand side all general health conditions which help to establish pleasant relations with people, and on the right-hand side all general health conditions which establish unpleasant relations with people or cause them to leave you alone.

2. Discuss the papers. The valuable suggestions may be written on the board and copied by the entire class. During this discussion, stress the thought that health is an aid to popularity.

3. "How can I establish the health conditions which will aid me in my relations with other people?" may be the subject of the second discussion. Students may offer many helpful suggestions. This should include a discussion of health propaganda and ways of recognizing quacks.

4. Have each student analyze his general health and list the habits or activities which he should develop to improve his relations with people. This analysis should be based on the criteria set up by the class in their discussion of good health habits. A discussion of the prevalence of acne and its causes should be carried on in class.

5. Have each student keep a record of his health achievement.

6. "What does the school do to help establish conditions of good health among all students?" may be the subject of another discussion.

7. Have students break up into small groups and give each group some well-known advertisement. Instruct them to select and list all of the objective facts as opposed to appeals and imagination. Each group will report the findings back to the larger group.

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HOW DOES ALCOHOL AFFECT HEALTH?

OBJECTIVES OF PROJECT:

1. To help students face squarely some of the facts involved in drinking.
2. To show how this habit may handicap a person in various ways.
3. To encourage students to choose and control their habits.

During the teen years young people may start drinking because many others drink. This is probably the most frequent reason for first drinks. But those who have not found good ways of meeting situations may believe that they feel more comfortable if they take a drink before going to a dance or a party or when feeling awkward in other social situations. A project such as this one is intended to show the effects of the use of alcohol on physical and mental health.

DATA FOR DISCUSSION:

1. How alcohol affects you

   a. When it reaches the stomach, alcohol, unlike most foods, is absorbed into the blood immediately, without digestion. It passes right through the stomach wall and the walls of the small intestine. That's why it affects the body much more quickly than do ordinary foods.

   b. Alcohol will be absorbed and will act more slowly if a person has just eaten.

   c. The blood carries the alcohol to all parts of the body. A larger share goes to those organs, such as the brain, that contain the most fluids. But the body at once begins to get rid of the alcohol. Small amounts are eliminated through the breath and the urine.

   d. Although the concentration of alcohol in drinks may be anywhere from 4 to 50 percent, the proportion of alcohol in the blood practically never becomes higher than one-half of 1 percent. Yet within this small range--from zero to one-half of 1 percent alcohol--a drinker can swing from mild "tipsiness" to stupor:

(1) With less than five-hundredths of 1 percent of alcohol, a drinker feels little change.

(2) With five to fifteen-hundredths of 1 percent, he'll be disturbed in movements and speech. He'll feel "different."

(3) With fifteen-hundredths of 1 percent or more, he'll probably be intoxicated.

(4) When the concentration reaches four-tenths of 1 percent, he passes out.

(5) At one-half of 1 percent, he'll be in danger of death from deep anesthesia. At high concentrations, paralysis of the nerves that control breathing can take place, resulting in death.

e. Contrary to popular belief, alcohol is a depressant and not a stimulant. Like a sedative, it acts on the nervous system to slow down all your physical reactions. Your heartbeat gets slower, your blood pressure goes down. You relax and don't think as clearly.

f. Alcohol causes various bodily disorders by competing with other foods. A person who over a period of weeks gets about half of his calories from alcohol may have plenty of energy; but, because of the serious deficiency of vitamins and minerals in his diet, he's likely to become severely ill.

g. Alcohol can cause the following diseases, either directly or indirectly through the use as a substitute for more healthful foods:

(1) Beriberi, a disease of the nervous system and the circulation, caused by a deficiency of thiamine (vitamin B_1).

(2) Pellagra, with roughening of the skin, intestinal disorders, and mental disturbances, results from lack of niacin, another B vitamin.

(3) Cirrhosis of the liver occurs more frequently among heavy drinkers. The exact connection between alcohol and this disease is not yet clear. But cirrhosis probably goes along with disturbances in diet and in metabolism, the chemical process by which the body turns food into fuel and building materials.

(4) Delirium tremens, which often hits people who otherwise seem in vigorous health. The victim shakes violently all over and imagines he sees and hears threatening figures and voices. When he recovers from the seizure, he may not remember anything about it. It may result from injury or from sudden chemical changes in the body of a person who has been drinking heavily for years.

h. The real danger of alcohol for most people is the risk of intoxication or drunkenness which may cause debt, loss of job, accidents, and poor home and social relations.

2. Why some people become alcoholic

a. Any alcoholic is almost certainly a person with immature personality. A well-balanced, mature personality is a good form of insurance against that risk. Emotionally mature people can accept their weaknesses and recognize their strengths, can accept responsibility and face their problems, and can form satisfactory relationships with other people. When unpleasant relationships come up, they are able to adjust to them. They feel secure. For them, alcohol is apt to have only limited appeal.

The immature person feels inferior and insecure and is so busy running himself down and being jealous of others that he can't concentrate on making the most of his abilities. He therefore takes refuge in excessive drinking. Alcohol, the sedative, dulls his anxieties. It can make him feel he's admired, loved, feared--or anything he'd like. If he drinks enough, he can imagine himself solving any problem--or he can blur all problems in an alcoholic mist where no responsibilities exist.

b. An alcoholic gets the most satisfaction at a certain level of intoxication, but he can't stay at that level indefinitely. Usually, he goes beyond it, perhaps into a stupor. Regaining consciousness, he again feels tense and anxious. So he begins drinking again. With judgment and perception affected by the alcohol, he can't see the chances he may be missing to solve his problems in a more satisfying, permanent way. His drinking creates new and serious problems.

3. How to prevent yourself from becoming an alcoholic

a. Develop good mental health while young.

b. Don't drink to prove that you are sophisticated or are adult or to show your independence and maturity if you are drinking against your parents' wishes. If you are fairly mature emotionally, you will realize early in the game that these aren't very good reasons for deciding to drink. Your decision should be based on facts and personal values.

c. Don't use alcohol as a way of showing off, of getting attention and covering up your fears. If you do, you are behaving immaturely and recklessly and are making yourself conspicuous in an undesirable way. What's more, you'll find that it's not a very good way to win friends and influence people.

d. Don't drink to be accepted in a particular crowd. If drinking is all important, if it makes the difference between belonging and not belonging, then the group, like yourself, isn't very mature. In most cases, the individuals in a crowd will respect the opinions of their friends, both drinkers and nondrinkers. The person who is interested in others and has something to add to a group, whether it's a special talent or merely the ability to be a good friend and companion, will be liked for himself.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the class discuss the answers to the following questions:
    a. Why do people become alcoholics?
    b. What effect does alcohol have on the body?
    c. What is "Alcoholics Anonymous" and what does this group believe about the alcoholic?
    d. If one feels self-conscious and embarrassed at parties, what is the best way to get over this feeling?
    e. Why is alcoholism a problem in mental health?
2. Appoint one or two students to read up on the history and beliefs of Alcoholics Anonymous and report to the class.

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HOW DO NARCOTICS AFFECT HEALTH?

OBJECTIVES OF PROJECT:

1. To help students face squarely some of the facts involved in narcotics.
2. To show how the narcotics habit may handicap a person in various ways.
3. To encourage students to choose and control their habits.

Teenagers are particularly susceptible to the narcotics habit. They often do strange things to be "part of the gang." Some of the fads they adopt are fun for them and are usually harmless. But the fad of drugs may well be the tragic end of a young life. Hence a project such as this one is important to show the effects of narcotics on physical and mental health.

DATA FOR DISCUSSION:

The great majority of you will never be inclined to use drugs, for the dangers in drug use have received much publicity in recent years. It is now known that people who become drug addicts do so for the same reason that others become excessive drinkers. They are people who feel a great need to escape from life's problems and who choose this unhealthy and dangerous way to try to escape. Here are some things that you should know about narcotics.

1. What an addicting drug is

   One special characteristic of an addicting drug is that it causes so strong a need that an individual cannot stop taking it of his own free will. It makes no difference what sort of person he is--the drug determines what will happen.

   a. All addicting drugs cause emotional dependence--an overpowering desire for the drug and its effects.

   b. Some also cause physical dependence. When someone takes an addicting drug, his body begins to need it and to build up a tolerance to the drug so that he must have more and more to get the same effect. He becomes ill if he stops taking it. This is called "withdrawal illness."

2. Kinds of addicting drugs

a. Sedative or depressant drugs. - They relieve pain and anxiety, cause mental and physical relaxation, and usually produce sleep. In large doses, they cause stupor, coma, and death. Some of the specific sedative drugs include the following:

(1) Opium. - It is usually a dark brown, sticky mass with a bitter taste and heavy odor and is sold to addicts in small boxes called "toys." It may be smoked alone in a special pipe, mixed with tobacco, or eaten. It causes dreamy stupor, sleep, or unconsciousness.

(2) Morphine. - It is odorless, has a bitter taste, and is sold illegally as powder, pills, capsules, cubes, or in folded papers. Addicts call the capsules "caps" and the flat packets "decks."

(3) Heroin. - It is sold in the same forms as morphine and used in the same ways. Addicts sometimes sniff the powder, which is then gradually absorbed into the blood stream through the nose; or they mix it with cocaine either for sniffing or injection.

(4) Barbiturates. - They are synthetic drugs used by physicians to treat insomnia, epilepsy, and other nervous and mental conditions. Also known as sleeping pills or "goof balls," barbiturates are usually sold as powder, in tablets, or in capsules. The capsules are often colored, which is why addicts call them "yellow jackets," or "blue angels," or "pink ladies." These drugs are quite safe when taken in doses prescribed by doctors, but their abuse has become a serious problem.

(5) Bromides. - Taken over a period of time, they produce gradual poisoning until finally the patient becomes so excited and ill that he must be taken to a mental hospital. People who take patent medicines containing bromides should be careful to follow the instructions printed on the label, and a doctor's prescription should never be refilled without his knowledge.

(6) Marihuana. - It comes from Indian hemp, a weed that grows unnoticed along roadsides and in vacant lots in many parts of the country. Marihuana cigarettes, called "reefers" or "muggers," look homemade and may be wrapped in brown and white paper. Burning marihuana smells very much like burning weeds. Addicts usually smoke in groups called "tea parties."

People drunk on marihuana behave in various ways. Some are remorseful and quiet--others happy and gay; some are reckless--others fearful. One characteristic effect of the drug is that it makes time seem to pass very slowly. The drug lowers the capacity to control behavior and therefore makes people irresponsible. Users sometimes have hallucinations and delusions.

b. Stimulant drugs. - They give people a false sense of power and the illusion that they can overcome their difficulties. They tend to prevent sleep and cause excitement in the user. Some of the types of stimulant drugs include the following:

(1) Cocaine. - It is prepared from the leaves of a bush grown mainly in South America and is an odorless white powder with a bitter taste. It is used medically to deaden pain, as a local anesthetic. Addicts and peddlers call cocaine "C" or "snow." It is sold illegally in capsules, folded papers, or in cubes, and can be absorbed into the body either by sniffing or injection. It causes people to feel exhilarated, but after the first pleasurable "kick" wears off, the addict feels great fear, and frequently imagines that someone is about to harm him, and may viciously attack anyone who happens to be nearby.

(2) Benzedrine. - In small amounts it is useful for patients who need a stimulant. When applied to the mucous membrane of the nose, usually through an inhaler, it reduces swelling caused by colds and other infections. If taken in larger amounts, it produces nervousness and a jittery feeling.

3. Effects of drug addiction

a. Physical effects. - Not much damage is done to the organs of the body by addicting drugs, but they upset the performance of various organs -- brain, nerves, stomach, intestines, and muscles. They decrease the addict's appetite, so that he neglects food and becomes thin and poorly nourished. His resistance to disease is very low. The opiate drugs also cause severe constipation.

Malaria, syphilis, infectious jaundice, and blood poisoning are some of the diseases passed from one addict to another when they use the same hypodermic needle. Addicts commonly develop seriously infected sores from injections of drugs.

b. Sudden deaths from drugs. - Addicts usually don't know how much of a dose is "pure." So an addict who is accustomed to two "caps" of 5 percent heroin, for example, may get a new supply that contains 75 percent pure heroin. He takes his regular two caps and the result is sudden death.

c. Withdrawal illness. - About fourteen hours after an addict stops taking any opiate drug, his eyes and nose begin to run, and excessive yawning and sweating occur. The pupils of the eyes get large and "goose flesh" appears. These symptoms increase during the next ten hours. After thirty-six hours, cramps in the legs, back, and abdomen, and painful muscle twitching set in. There is also vomiting, diarrhea, fever, and rapid loss of weight. Between forty-eight and seventy-two hours after his last dose, the addict reaches the peak of suffering, which then diminishes during the following five or ten days. Few addicts die from withdrawal. But they feel so miserable that they may wish to die.

d. Addicts become criminals. - It takes from $10 to $40 a day to buy the number of doses an addict needs. To get enough money to buy drugs, addicts often lie, cheat, and steal.

e. Addicts are undependable. - Most addicts are unable to hold jobs because employers soon learn that they are not responsible workers. As an addict's employment record gets worse, he finds it increasingly hard to get work. Drugs cause loss of the ambition and initiative necessary to achieve success.

4. What you can do about drug addiction

a. Take care of yourself. Now that you know about drugs, take them only if prescribed by a physician. Follow directions on the label for the use of any patent medicines you may take on your own.

b. Help others to understand that it is stupid, not smart, to fool with drugs. Speak up if you hear anyone say that drugs are harmless. They don't know the facts.

c. Take a stand. Be a good citizen. Report to local agencies or law authorities any suspected violation of the narcotic laws that you notice.

d. Support the narcotic laws. Law enforcement officers need the encouragement of the public.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the class discuss the answers to the following questions:
    - a. How is drug addiction an indication of poor mental health?
    - b. What are some depressant drugs?
    - c. What are the effects of the sedative or depressant drugs which make them especially dangerous?
    - d. What are some stimulant drugs?
    - e. What are the effects of the stimulant drugs that make them especially dangerous?
    - f. What can you do about drug addiction?

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HOW CAN I ACHIEVE GOOD MENTAL HEALTH?

OBJECTIVES OF PROJECT:

1. To establish an understanding of good mental health habits.
2. To assist students to build such habits in themselves.

Students need to learn the principles of good mental health to avoid many maladjustments and to build a more effective personality.

DATA FOR DISCUSSION:

1. In order to live happy, well-adjusted lives, there are three drives which we need to balance carefully. These three drives may be called recognition, response, and security.

   a. Recognition refers to our desire to have friends and to be popular. Some factors which will aid us in satisfying our recognition drives are:

      (1) Cultivating a pleasing personality, which may include good health, good posture, cleanliness, neatness, suitable clothes, and pleasant manner.

      (2) Being skillful and above average in some one activity.

      (3) Being considerate of others.

   b. Response refers to our desire to love some member of the opposite sex, marry, establish a home, and be a member of that home. During most of the high school period our response drive is expressed by our love for our parents, brothers, sisters, relatives, and our love of home. Some factors which will aid us in satisfying our response drive are:

      (1) Making as many friendly acquaintances with members of the opposite sex as possible.

      (2) Expressing these friendships by participating in a variety of activities such as swimming, bowling, and others.

      (3) Assuming our responsibilities in our homes. By the time we are in high school, we should assume some

of the responsibilities for making our home a pleasant place in which to live.

c. Security refers to our desire to be secure physically, mentally, and emotionally. It refers to earning an adequate income and to feeling secure personally and socially. Our drive for security concerns:

    (1) Physical security, which refers to having and maintaining good health, being protected from outside forces, owning certain belongings, and earning an adequate income.

    (2) Mental security, which refers to self-improvement during life and is present if one feels that growth is constantly taking place.

    (3) Social security, which refers to our feeling of being accepted by others and of having their respect.

These three drives, if well balanced, will give us good mental health.

2. There are a number of positive habits of mental health which may be established. Briefly summarized, they are:

    a. Establish good personal and social habits.

    b. Obtain satisfaction in doing things well.

    c. Try new things with interest and confidence.

    d. Act for the value of the activity itself.

    e. Attempt to improve without impatience.

    f. Be satisfied with a reasonable degree of success.

    g. Do your best to be cheerful and enthusiastic when doing monotonous tasks.

    h. Start tasks without delaying.

    i. Be able to study yourself objectively and evaluate your habitual standards and habits and reject them for more intelligent ones if necessary. Use facts as a basis for your actions.

    j. Admit errors and faults and accept criticism without undue emotion.

k. Learn to work and play both with others and alone.

l. Help others.

m. Acquire a sense of humor.

n. Accept some things on authority, but expect to see the reason for most things you are asked to do.

o. Be sensitive to the good, the true, the beautiful.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. "What is good mental health?" may be the subject of the first discussion. Allow the students to understand the relationship between mental and physical health, as well as the meaning of good mental health.

2. "Have I good mental health? If not, how can I gain it?" After the students have discussed good mental health, they may analyze themselves on the basis of the satisfaction of the three drives, decide whether they need to develop some of the drives to greater satisfaction, and set about to do so if that is necessary. Greater attention may be given to any drive by striving to attain the conditions mentioned as helpful in DATA FOR DISCUSSION. A person desirous of developing better habits of mental health should attempt some small task of improvement and gradually work to more important ones.

3. A second self-analysis period should be conducted to show improvement. The teacher may well point out to individual students some of their improvements.

4. The teacher should be aware of the classroom conditions and the teacher-pupil relationships that result in good mental health. He or she has a definite responsibility for providing a healthy school environment for helping the student understand himself.

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HOW FRIENDLY ARE YOU? Coronet

IMPROVE YOUR PERSONALITY, Coronet

Personal Guidance 13

HOW CAN I IMPROVE MY PERSONAL APPEARANCE AND GROOMING?

(For Boys)

OBJECTIVES OF PROJECT:

1. To develop a consciousness of good grooming and an appreciation of its value.

2. To give some suggestions on achieving good grooming.

Studies show that most young people worry about some of their physical features. Students have to learn that the "build" of their face or figure has very little to do with how attractive they are and that they can do something about improving their appearance.

DATA FOR DISCUSSION:

The basis of attractiveness is not in specific physical features. Your looks and your personality go together. You have some choice in building your own personality, and you have much choice in how attractive you are in appearance. The suggestions which follow will help you be the neat, trim-looking person that you want to be:

1. Take a bath every day. Shave as often as necessary.
2. Use a deodorant after bathing. Get over the notion that deodorants are for girls only.
3. Every morning put on clean underclothing and a fresh pair of socks.
4. Be sure that the shirt you are putting on in the morning has clean collar and cuffs and is free from perspiration odor.
5. Keep your necktie clean, free from wrinkles, neatly tied, straight in your collar, and appropriate to the suit you are wearing.
6. Keep your suit, coat, and hat brushed, cleaned, and pressed or blocked. Give your suits a good airing occasionally.
7. Polish your shoes regularly. Replace heels as soon as they begin to wear over. People judge you more than you suspect by the shapeliness, cleanliness, and general appearance of your shoes.
8. Have a special place to keep your clothesbrush and shoe-polishing things, and always put them back after using them. Be sure that they are in a handy place where a minimum of effort is required to reach them. Get into the habit of using these utensils every day.

9. Brush your teeth thoroughly at least twice a day.

10. Have your hair cut and shampooed about every ten days. Keep a clean comb and brush in a convenient place, and use them frequently. The appearance of your hair will be greatly improved by vigorous daily brushing. Don't slick your hair down, but use a good hair dressing to keep it in place.

11. Keep your fingernails clean and clipped or filed down to a reasonable length. Keep clippers, nail file, and a small nail brush in a convenient place.

12. If your physique, complexion, voice, speech habits, carriage, or general behavior in the slightest degree suggests effeminacy, do everything in your power to create an impression of masculinity. Pitch your voice lower. Develop your arm muscles and your chest expansion. Avoid pet expressions and exclamations commonly used by girls. See that your posture and walk are masculine. Push back your shoulders, throw out your chest, take longer steps.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have each student make his own scorecard to judge personal appearance. Combine the good parts of each student's scorecard to make a general scorecard for judging personal appearance. Ask each person to score himself early in the term, and then again at the end of the term to see how he has improved.

2. Request that the students list the things they plan to do each day, each week, and occasionally, to improve their personal appearance. Have them check themselves frequently to make sure they are following this plan.

3. Ask the students to add to the following list:

   Undesirable ways of attracting attention

   a. Shoes dirty and unpolished.
   b.
   c.
   d.

4. Ask the students to design a "grooming kit" that will contain all the necessary things, like shoebrushes, whisk broom, etc., needed in keeping up a good appearance.

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HOW TO BE WELL GROOMED, Coronet

IMPROVING YOUR POSTURE, Coronet

THE CLEAN LOOK, Modern Talking Picture Service, Inc.

YOUR BODY SPEAKS, Columbia University Press

HOW CAN I IMPROVE MY PERSONAL APPEARANCE AND GROOMING?
(For Girls)

OBJECTIVES OF PROJECT:

1. To develop a consciousness of good grooming and an appreciation of its value.

2. To give some suggestions to achieve good grooming.

Studies show that most young people worry about some of their physical features. Students have to learn that the "build" of their face or figure has very little to do with how attractive they are and that they can do something about improving their appearance.

DATA FOR DISCUSSION:

The basis of attractiveness is not in specific physical features. Your looks and your personality go together. You have some choice in building your own personality, and you have much choice in how attractive you are in appearance. The suggestions which follow will help you be the neat, trim-looking person that you want to be:

1. Take a bath every day. Never miss a day except for health reasons.

2. Use a deodorant after your bath.

3. Brush your teeth at least twice a day.

4. Keep your neck, hands, ears, and face clean. Shave the hair under your arms and on your legs.

5. Shampoo your hair as often as it needs to be shampooed. No one rule will be right for all types of hair and scalp.

6. Take whatever steps are necessary to clear your complexion of unsightly blemishes of whatever nature. There is hardly a facial blemish that will not yield to the proper treatment. Even large birthmarks can be covered with cosmetics so that they are not noticeable.

7. Keep your hands smooth and your nails well manicured.

8. Use discretion, restraint, and common sense in applying rouge, lipstick, and face powder, and in plucking your eyebrows. Don't be a freak. When in doubt, be fairly conservative.

Rouge

Rouge may be used for two purposes: to give you a healthy, vital appearance and to change the apparent shape of your face. It should be skillfully blended into the skin and not daubed on in spots. Rouge properly applied can make a round face appear longer or a too-long face appear plump. Keep in mind the old rule about lines in clothing. Up-and-down lines make a figure or a face appear longer. Horizontal lines create an illusion of width.

Lipstick

Lipstick shouldn't remind one of a surgical incision or look like a gooey smear. If your teeth are too prominent or are unattractive, use lipstick very sparingly, for the bright red attracts attention to your mouth. Lipstick properly applied can make a wide mouth appear smaller, a small mouth appear wider, a thin lip appear fuller, or a too-thick lip appear relatively thin. Use lipstick that harmonizes with the color of your rouge and with the color of your skin. For example, if you have a rosy complexion, do not use a vivid red lipstick.

Eyebrows

In arching your eyebrows, do not pluck them in a too-high arch and do not reduce them to a thin line. It is best to shape them along the line of natural growth.

9. Study your face shape and features and choose your hairdo according-ing. Beauty experts tell us that the ideal face is oval in shape. In choosing your hairdo, choose one that will make your face look oval.

   Wear your hair in some simple style, except for formal occasions. A too-elaborate hairdo is hard to keep looking right without spending much time on it.

   Strive for individuality in your hair style. A hairdo that is very becoming on another person may be very unattractive on you.

10. Don't use heavy perfume at school or in a business office. Colognes and very light perfumes are the only ones acceptable in such places.

11. Get a complete kit containing a clothesbrush, a brush for suede shoes, cleaning and polishing liquid or paste for each color of shoes you wear, and an adequate supply of brushes and cloths for shoecleaning and polishing. Keep these materials in a handy place where you can reach them in a few seconds.

12. Brush your hat, shoes, suit, collar, and coat just before you go out. Watch out for dandruff or fallen hair on your shoulders.

13. Keep your suits, skirts, coats, and dresses cleaned and pressed. Air your clothes before hanging them in the closet. If you detect the slightest perspiration odor when you open your closet door, take everything out and have it cleaned, aired, or laundered.

14. Keep all accessories in good order: collars, gloves, cuffs, purses, galoshes, belts, clothing decorations, etc.

15. Keep your shoes cleaned and brushed or polished. Keep the heels straight.

16. Wear fresh underclothes every day. Wash your girdle often.

17. Wear fresh hose every day. Beware of crooked seams. Wash your hose out every night. Do not wear stockings that have holes or runs in them.

18. Do not attempt to lose weight rapidly by means of a "crash" diet. If you are overweight or underweight, consult your physician for information as to what you should do.

19. Be sure that your clothing is appropriate to the time and place. Never go stockingless to important places.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have each student make her own scorecard to judge personal appearance. Combine the good parts of each student's scorecard to make a general scorecard for judging personal appearance. Ask each person to score herself early in the term, and then again at the end of the term to see how she has improved.

2. Request that the students list the things they plan to do each day, each week, and occasionally, to improve their personal appearance. Have them check themselves frequently to make sure they are following this plan.

3. Ask the students to add to the following list:

   Undesirable ways of attracting attention

   a. Too much perfume
   b.
   c.
   d.

4. Ask the students to check the current issues of such magazines as MADEMOISELLE, LADIES' HOME JOURNAL, McCALLS, etc., for new articles on dress and grooming.

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IMPROVE YOUR POSTURE, Coronet

MAKING THE MOST OF YOUR FACE, Coronet

THE CLEAN LOOK, Modern Talking Picture Service, Inc.

YOUR BODY SPEAKS, Columbia University Press

WHAT SHOULD I WEAR?
(For Girls)

OBJECTIVES OF PROJECT:

1. To develop a consciousness and an appreciation of the importance of a good appearance.

2. To help students select the appropriate clothing, accessories, and hair style.

Nearly every girl would like to improve her appearance one way or another. There are some who would like to be taller or shorter and others who would like to be thinner or heavier. Whichever it is, the teacher can help students by giving instruction on how to select the most becoming lines for their figures and how to apply the principles of good design.

DATA FOR DISCUSSION:

1. The average girl

   The girl with an average figure can wear almost anything; however, unless her clothes are properly fitted, her figure will not show. Any extreme style or poorly fitted garment will tend to hide the good proportions of her figure. Even the girl with an average figure will have certain little features that she will wish to make less noticeable.

2. The short, thin girl

   a. Wear your hair short and in an arrangement that adds to your height.

   b. Select small or medium-sized accessories.

   c. Wear clothes that fit with a little ease, since clothes that are too tight will make you appear smaller.

   d. Wear princess-style dresses, because the unbroken straight lines of a princess dress will add to your height.

   e. Wear clothes with simple, dainty trimmings. Too much shirring, gathering, or trimming will tend to weigh down your figure.

   f. Wear suits with short jackets or boleros.

g. Wear jackets and skirts of the same color. Pastels, or grayed colors, are best for you.

h. Wear narrow belts rather than wide ones, and those made of the same material as your dress rather than ones in contrasting colors.

i. Wear skirts that are slightly flared, gathered, or pleated. A skirt that is too full causes you to appear weighed down. Also, hemlines with trimming will make you look shorter rather than taller.

j. Wear small prints rather than large prints.

k. Wear soft, lightweight materials rather than heavy fabrics. Also, organdy and other stiff materials that tend to stand out are more becoming to you than those which cling to your body.

l. Choose full-length, fitted or straight coats rather than extremely flared or loose outer garments.

m. Wear hats that are a little high in front and ones that have narrow brims.

3. The short, stout girl

a. Select clothes with vertical lines.

b. Wear your hair high in front and short on the sides to add to your height.

c. Carry a purse the same color, or nearly the same color, as your coat or dress.

d. Wear clothes that are well fitted. Clothes that are too tight or too loose will tend to make you look larger than you really are.

e. Wear decorations or trimmings on your clothes that lead the eye up and down your figure, such as a line of buttons down the front of your dress, or slash, vertical pockets.

f. Wear plain, well-fitted sleeves--either long, three-quarters or short--rather than any type of full sleeve.

g. Wear your belt a little below your natural waistline to add length to your figure. Your belt should be narrow, of the same material, and in the same color as your dress.

h. Wear a skirt that is slightly full--one that is fitted but not too tight in the hips.

i. Select solid-colored materials or materials with a small all-over design.

j. Wear materials like rayon crepe, wool crepe, and butcher linen rather than stiff materials that stand out, such as taffeta and organdy, or materials that cling to your figure, such as jersey.

k. Select suits that are all one color rather than those having a jacket of one color and the skirt of another.

l. Select jackets that are semifitted in the waist and hips and well-fitted at the shoulder lines rather than loose and boxy ones.

m. Wear coats that are full length and semifitted, with a small collar and no belt.

n. Wear medium-sized hats with the brims turned up.

4. The tall, thin girl

a. Choose clothes with horizontal lines.

b. Wear your hair rather long. It should be a little longer than the style of the day, loose and fluffy at the sides, but flat on top.

c. Carry a large purse.

d. Use accessories of contrasting colors or unusual design.

e. Wear clothes that fit with a little ease. Your waist and hips may be fitted a little more snugly than the rest of your figure.

f. Wear jackets and skirts of contrasting colors and materials to appear shorter. Double breasted suits are especially becoming for tall girls. Sweaters worn over skirts, rather than tucked in, also help to break the height of a tall girl.

g. Wear puffed sleeves, yokes, capes, padded shoulders, or different types of trimmings to add width to your shoulders. Full sleeves are more becoming to you than fitted sleeves.

h. Wear unusual belts to attract attention to your waist and to cut your height. Wide belts and those of contrasting colors are better than narrow belts and those made of the same material as your dress.

i. Wear skirts that are gored, flared, pleated, or gathered. Peplums, tunics, and large patch pockets also shorten your figure and add width.

j. Select figured materials rather than materials of a solid color. Both plaids and checks will help you to look larger.

k. Choose stiff materials that stand out, such as puckered organdy, acetate taffeta, dotted swiss, faille, and velveteen rather than those which cling to your body. Materials that drape into soft folds, like voile and soft crepes, are also becoming to you.

l. Wear a three-quarter length coat rather than a full-length coat. Either a double-breasted coat or one with a double-breasted effect is more pleasing. Your coat may be either fitted or belted; wide lapels and big pockets will help to cut your height.

m. Wear a large-brimmed hat with a rounding crown to give you width and to shorten your height.

5. The tall, stout girl

a. Select clothes with straight lines in collars, pockets, belts, or yokes rather than curved lines.

b. Wear your hair short and arranged in soft waves. Your hair should not be worn too close to your face; neither should it be too fluffy--just a happy medium.

c. Choose moderately large purses that are simple in design and not too bright in color.

d. Wear well-fitted clothes. Clothes that are too tight or too short will make you appear still larger. A skirt that fits easily over your hips and is a little longer than the style of the day will be helpful.

e. Wear plain gored skirts or skirts with a few pleats, stitched below the hipline.

f. Select tailored dresses buttoned down the front to give you the desired slimness. A waist that is slightly bloused gives needed softness.

g. Wear sleeves that are simple and well fitted. Set-in sleeves tend to slenderize your arms

h. Wear a belt that is narrow and made of the same material as your dress.

i. Select trimmings or decorations for your clothes that are softening but not too bulky or fancy. Durable laces--pleated rather than gathered--pleated ruffles and various kinds of flat edgings are suitable trimmings for your clothes.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Compare the skirt lengths of the various girls in the room. Then discuss what length is most becoming to various girls.

2. Ask each student to find an example of a dress style that is suitable for each of the following figures: the average girl; the short, thin girl; the short, stout girl; the tall, thin girl; and the tall stout girl. Discuss the good and bad features of the difference choices, such as color, sleeves, fabric, fit, etc.

3. Have the students suggest the types of accessories they feel would be most appropriate for the dress styles selected for the different types of figures. Discuss some of the choices with the class.

4. Have the students describe or wear to class a dress that they feel is particularly suitable in design for them. Ask them to give reasons for having this opinion.

5. Request each student to bring one hat to class. Then have them trade hats with one another and note the effect of each hat on different faces and figures.

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VISUAL AID:

THE RIGHT CLOTHES FOR YOU, McGraw Hill

WHAT SHOULD I WEAR?
(For Boys)

OBJECTIVES OF PROJECT:

1. To develop a consciousness and an appreciation of the importance of a good appearance.

2. To help students select the appropriate clothing for their particular build.

DATA FOR DISCUSSION:

Regardless of your shape, wear what is most becoming to you. Ignore the latest gimmicks, if they don't look well, or if they are not comfortable. Here are some general principles to help you in the selection of your clothes.

1. Short boys
   - a. Short boys need lines that will carry the eye upward.
   - b. Wear suits of matching coats and trousers, pin stripes, and sweaters with V-necklines.
   - c. Don't wear boxy lines, belted jackets or coats, or clothes with any other feature that might tend to cut your stature.
2. Tall, thin boys
   - a. Emphasize horizontal lines, and select sweaters that have round or oval necklines.
   - b. Wear your clothes comfortably loose, and take advantage of the brighter colors and larger designs.
3. Overweight boys
   - a. Emphasize length in the cut of your clothes.
   - b. Keep tie knots narrow and avoid plaids, wide stripes, and bizarre colors.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the class decide through group discussions the answers to the following questions:
    a. To what extent should you try to disguise the imperfections of your build?
    b. How wise is it to invest in the latest fad?
    c. How important is the current style as contrasted with line and color?
2. Have one student offer himself as "Exhibit A" for "what the well-dressed student will wear" and get class suggestions for improvement.
3. Tell the class the principal mistakes which fat or thin people should avoid in selecting clothes.

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WHAT THINGS DISCOURAGE ME?

OBJECTIVES OF PROJECT:

1. To enable students to see that many problems are common to all people and that many of them are caused by everyday occurrences.

2. To quiet their uneasiness over periods of discouragement by pointing out what is responsible for such a feeling, and thereby help them to overcome these moods.

Most feelings of discouragement are caused by common factors which affect every one of us at some time or another. If we can be aware of the cause of these moods, we are in a better position to combat their effects on us.

DATA FOR DISCUSSION:

1. Common causes for discouragement are:

    a. Defeat of plans

    b. Uncertainty about family affection and relationships

    c. Uncertainty about the future

    d. Realization of personal weaknesses or faults

    e. Lack of friends

    f. Unfaithfulness of friends

    g. Broken promises

    h. Unsatisfied desires (desiring to go somewhere and being unable to do so)

    i. Troubles of loved ones

    j. Monotony (seeing too much of the same persons, or staying too long in one place, or doing the same activity for too long a time)

    k. Weather conditions

    l. Criticism by others

m. Disappointments (such as the failure of a planned entertainment, or your inability to go to a certain place)

n. Not being able to have your way in matters of importance to you

2. All people are discouraged at times. We can help ourselves and each other overcome these periods. The "blues" is a common ailment among humans, as you have probably noticed in discussions of this problem.

3. Ways of overcoming discouragement are:

   a. Try to discover the cause of the discouragement and change the situation.

      For example, often lack of friends or monotony may be changed if you really make a determined effort.

   b. If you cannot control or change the situation, try to occupy yourself with some other activity.

      For example, if your plans for a picnic are upset, you might stay at home and have the picnic in the backyard or on the kitchen table. In case you substitute some other activity, accept the facts of the situation and make the best of it.

   c. Catch yourself before you slide into a mood of depression.

      If you feel yourself becoming discouraged, do something immediately to change your attitude, surroundings, or activity. Sometimes you can escape these moods completely if you notice them soon enough.

   d. If discouragement overtakes you, use measures to remove it.

      Change your environment so that your mental attitude will change. Try to appear cheerful to people around you. Sometimes just trying to be cheerful helps us really to be so. Avoid people who offer you sympathy, and seek companionship with those who try to interest you in activity that takes your mind off your worries.

   e. If nothing helps you, compare your ills with someone who really has had difficulties to face in life such as Helen Keller, Theodore Roosevelt, Robert Louis Stevenson, and others.

      Perhaps your discouragement will seem so small beside the discouragements which these people had to face and overcome that you will find yourself more contented. Then go out and become involved in some activity--and don't stop the activity until you have forgotten your troubles.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Discuss "What are the things that discourage me?" The class list may be similar to that under the DATA FOR DISCUSSION. One of the chief purposes of this project is to allow the students to realize that the same occurrences that discourage them make other people blue also. Troubles do not seem so overwhelming when one realizes that others are troubled with the same problems or have similar feelings of discouragement.

2. "Is there anything that I can do to help myself when I get the 'blues'?" A thorough discussion of means of allaying moods of depression should be undertaken. Allow the students to suggest as many ways as they can. The teacher may then summarize the suggestions in a short, friendly talk with the group.

3. Perhaps students will briefly explain the reasons why some of the persons mentioned in the DATA FOR DISCUSSION had lifelong discouragements to face and how they faced these discouragements.

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VISUAL AID:

FEELING LEFT OUT, Coronet

HOW CAN I IMPROVE MY ABILITY TO TALK TO OTHERS?

OBJECTIVES OF PROJECT:

1. To create a friendly atmosphere in the classroom.
2. To teach students how to converse acceptably with self-assurance and efficiency.

Most students are interested in learning to converse well. Any aids to becoming adept at conversation are received with eagerness and appreciation in most instances.

DATA FOR DISCUSSION:

1. Conversation occurs when two or more people exchange ideas of interest to themselves. Ideally, conversation should include the entire group and be on topics of universal interest, but practically, conversation occurs whenever two or more people exchange opinions or nonsense, whether or not the entire group present is included in the discussion or listens to the discussion. Thus, it is possible for several conversations to occur simultaneously in one group of people.
2. To make conversation interesting and stimulating, the following principles have to be observed:
    a. Think before you speak.

    b. Be courteous in conversation. Interruptions, contradictions, tactless or unkind remarks will stamp you as a discourteous person.

    c. Practice give-and-take in conversations.

    d. Keep your mind on your conversation, neither letting it shift for lack of interest nor sending it out after topics such as operations or personal affairs, that are not at home in polite company. Sometimes politics and religion are dangerous subjects of inquiry.

    e. Speak personally of people only when you can say something pleasant and agreeable about them, and then confine your remarks to their activities and achievements rather than their personal characteristics.

f. Remember that once is enough when telling an incident and that enthusiastic repetition of details that were funny the first time will make them anything but that the second time.

3. Some of the methods for discovering facts about conversations are as follows:

   a. Reading about the subject.

   b. Observing conversations.

   c. Trying conversations ourselves.

   d. Asking other people for their opinions on the subject.

   e. Thinking about the subject. For example:

      Why do we converse?
      With what types of people do we most enjoy conversing?
      What are popular topics of conversation?
      When is conversation successful?
      What are the enemies of conversation?
      What is the best way to start a conversation?
      What part does listening play?

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The teacher will find it easy to stimulate a discussion on conversation by asking the class to sit in a circle and discuss two questions: "What is conversation?" As this discussion rises to a climax, the assignment for the following day may be: "Bring to class all the information you can gather about conversation."

2. On the second day, divide the class into small groups (four or five each) and allow these groups to discuss the results of their investigations during the previous evening. Summary reports to the class may follow.

3. The teacher may collect interesting information concerning each student: age, hobbies, interests, pets, etc., and have it mimeographed or otherwise duplicated. Pass this information out to each student. The class may be divided up so that a student knows he will converse with a certain one or five or ten students. On the following day, have the students hold conversations in twosomes or threesomes. They are to remember as much about their fellow students as they can without the use of any notes. The problem for the student is to try to converse with his partner on subjects of interest to his partner. He must learn something about each student in his group before class begins. It is possible to change the groupings frequently. Continued use of this procedure soon acquaints the members of the class with each other.

4. If a movie projector is available and an exciting movie may be rented, a good way to plunge a class into conversation is to allow them to watch the picture until it reaches the climax. Suddenly, turn on the lights and ask them to solve the plot. Spontaneous conversation will burst forth in most instances. Any educational film may be shown through to the end and be followed by class or small-group conversations on the subject matter of the picture. All of the students have a common background of information for such a conversation or discussion.

5. Practice in conversing on worthwhile subjects of conversation should also be given. Examples of such subjects are News, Sports, Music, Literature, Space Exploration, and Science.

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HOW CAN I INCREASE MY SELF-CONFIDENCE?

OBJECTIVES OF PROJECT:

To help students to have sufficient self-confidence to make them happy, well-adjusted individuals.

An attempt should be made in this project to help students learn how to develop self-confidence.

DATA FOR DISCUSSION:

1. Basis for lack of self-confidence.

   The basis for lack of self-confidence is usually fear. Frequently it is groundless fear. You may actually be able to perform a certain activity very well, but you are afraid you cannot do it. Therefore you do not do it. Your lack of confidence in yourself may defeat you more often than your lack of skill.

2. Why young people lose self-confidence.

   You sometimes lose self-confidence because you tackle big jobs too quickly. If you learn to do an activity by easy stages, you will eventually become adept at it. If you are timid and shy about mixing with people, try making just one friend. Look around your class and see someone who is friendly. Try being nice to that person. Soon you may have a friend. Then try another, until you are surrounded by a circle of friends.

3. How to build self-confidence.

   You must build self-confidence slowly and carefully in each skill or situation in which you now lack confidence.

   First: Recognize the fact that you lack confidence in your ability to do some specific activity.

   Second: Learn just how you could better your ability by slow, easy steps.

   Third: Recognize that you cannot perform all activities as well as the best. Set your limit of expected performance.

   Fourth: Practice by slow, easy steps until you have reached your limit of mastery in the ability.

Fifth: Practice your ability until your response to the situation is at least partly automatic. By then you have built self-confidence.

One very important fact to remember is that if you want something badly enough to fight for it, you are more likely to succeed in attaining the goal.

4. Worrying about errors.

   It is necessary to learn new activities with calmness. If you make an error, what of it? Profit by the mistake and go on. No error is serious enough to make you ill or excited. Making mistakes is one of the most valuable methods of learning.

5. Recognizing limitations.

   It may be physically, mentally, or socially impossible for you to do certain things well and to gain self-confidence in them. Recognize that fact and abandon certain activities.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. "What is self-confidence?" should be answered by the class in general discussion. Examples may be used.

2. "If I lack confidence, what can I do about it?" In discussing this question, the teacher may use examples such as learning to play tennis. It would be well to start with definite skills such as swimming, etc., before attempting to do anything with the more abstract abilities such as class recitations, making friends, etc. The process for developing self-confidence may be stated here.

3. "What effect should mistakeshave on me?" A discussion of errors, why they are made, who makes them, their value in the learning process, and how we should treat them will be valuable to students.

4. "In the performance of which activities and abilities do I have confidence?" Allow students to make a list of activities they do well. This should include unimportant activities, as well as more important ones. Habits of daily living are important and should be listed.

   The teacher should go over the lists with the students individually. Some students will need encouragement, others may need to be asked a question or two to point out that they are overconfident. This may be accomplished during directed study periods. Ask the group to study their lists and gain a new picture of themselves as persons who have ability to accomplish activities.

5. "In the performance of which activities or abilities do I lack confidence in myself?" The negative list may now be made. Ask the class to list those activities and abilities which they most desire to build. Again the teacher should be careful to see that the students do not list abilities they already have nor tasks too difficult for them to attempt at their age. Allow each student to study his negative list and compare it with his positive list.

6. "How can I develop these abilities and thus increase my self-confidence?" Repeat this process for building self-confidence. Emphasize the fact that they should start with the easiest activity or ability first and work toward the harder ones. This group discussion should be followed by an obvious and friendly attempt on the part of the teacher to encourage individual interviews between the student and himself or the student and the counselor.

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VISUAL AIDS:

OVERCOMING FEAR, Coronet

SELF-CONSCIOUS GUY, Coronet

SHY GUY, Coronet

HOW CAN I ACCEPT DEFEAT?

OBJECTIVES OF PROJECT:

1. To assist students to look at defeat rationally.
2. To help students to use their defeats as stepping stones to self-improvement.

One of the hardest tasks for high school students is to profit from defeat. As an important part of good mental hygiene, students have to learn how to take criticism calmly, to evaluate it, and to make use of just criticism.

DATA FOR DISCUSSION:

1. Types of defeat students must face

   a. Defeats that cannot be remedied

   For example, you want to make a B average in school. You continually study harder, but you still come out with C's. You may react to this in several ways.

   (1) You can say the teachers are unfair.

   (2) You can decide the whole school is too competitive and that it won't be worthwhile for you to try to study.

   (3) You can decide that perhaps a B average is too difficult for you and that you need not feel defeated with a C.

   If you are an emotionally stable person, you will try to overcome the defeating situation. Failing that, you will admit that you cannot excel in every respect and will not place the blame on others.

   It is a good idea to develop as many interests as you can and enjoy those activities in which you can have a moderate degree of success. No one can be a success in all activities.

   b. Defeats that can be remedied

   For example, suppose you are an excellent tennis player. You lose because your opponent's serve is so good that you find it impossible to return the ball a number of times. You can react in these ways:

(1) Secretly blame him for using a discourteous, smashing drive.

(2) Tell yourself that perhaps you didn't feel well and would have done better otherwise.

(3) Admit that he has a drive that is good and perhaps you could learn it. (Then set about doing it.)

The emotionally stable person will do (3). In other words, if you are defeated, try to find the cause of your defeat and remedy the situation if you can.

c. Defeats implied by criticism

When you are criticized, you should listen to the criticism calmly and consider it to determine whether it is just. If it is not just, ignore it and say nothing. If it is just, profit by the suggestion.

2. Emotional stability and defeat

Emotional stability or emotional health means that you are able to balance that which is outside (environmental forces, people, etc.) with that which is inside (drives, ambition, desires).

In other words, even if the forces outside are too powerful for the forces within, it is possible for you to remain emotionally stable by directing your desire, ambition, or drive to an expression in some other form.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. "What is defeat?" may be the subject of the first discussion. Allow the class to discuss it fully and freely.

2. Each type of defeat may be studied separately, perhaps on separate days. Students may practice the methods of meeting these defeats, such as taking criticism, in their daily life situations.

3. The group may be divided into three smaller groups. Each of these may be asked to prepare some sample behavior situations for one of the three types of defeat mentioned. These may be presented to the entire group as a judgment test in which each student decides which of three possible answers expresses the most emotionally mature reaction.

An example for such an exercise for item "c" under DATA FOR DISCUSSION would be: Suppose that your teacher says, "Marie, this is a messy looking paper. I'm sure that if you tried, your work could look much neater." What will your reaction be?

a. Will you grumble and say, "Aw, she's just too fussy; all the other papers look like mine?"

b. Will you become angry and refuse to do anything with the paper?

c. Will you look the paper over, decide whether she is correct, and if she is, recopy the paper and attempt to turn in neat work from that time on?

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WHEN IS A PERSON SUCCESSFUL?

OBJECTIVES OF PROJECT:

1. To teach students the meaning of success in other than merely material possessions.

2. To teach students to be satisfied with a reasonable degree of success.

Students need to learn that perfection is usually impossible, but that they may achieve a reasonable degree of perfection in a few things and be considered successful.

DATA FOR DISCUSSION:

1. Much confusion about success

    a. Mixed ideas include--wealth, fame, friends, service, family, love, religion, education, etc.

    b. Even sound ideas when overemphasized may become foolish aims. For example, everybody needs enough money to buy necessities and a fair share of luxuries, but money as the predominating aim of life is a serious error.

2. What success is

    a. Success is a favorable result of any undertaking. Factors which help one to be successful are: character, industry, mastery, and purpose.

    b. Successful living means satisfactorily meeting most situations which you encounter in life. Failure in some things is part of a successful life.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Discuss the question, "What is success?" Allow the members of the group to express their views freely on the subject. Write the suggestions on the board. The result of the discussion should be a realization on the part of the students that real success involves more than making money.

2. "When is a person successful" is the second question for discussion. Circumstances in which a person is successful may be used as illustrations. For example, the class may be given the following incident and asked to decide which girl was more truly successful:

> Mary and Jane were classmates in school. Mary prepared her lesson alone and received C's on her report card. She was a member of a school club. At the club meetings she offered suggestions and participated in its activities, but was not an officer. Jane's father and older brother helped her prepare her English and mathematics, and her mother helped her prepare her history. She received B's on her report card. She, too, was a member of the same club that Mary belonged to. She bought ice cream and candy for the president of the club and was careful to agree with the president. Finally, the president appointed Jane as chairman of the social committee. Which girl was more truly successful? Why? Is there any advantage in being Mary?

3. How to acquire success in daily living may be a subject of interest to the students. Methods of developing qualities which aid a person in being successful may be suggested. The following self-rating chart may be used to allow the students to study objectively their actions each day.

   Give these directions:

> Here are some statements to read at the close of the day. If you honestly feel that you can say a statement is true of your actions, place a plus sign (+) after that statement in the column dated for today. If the statement is partially true, place a question mark there. If you failed to live up to the statement, write a minus sign (-) there.

WAS I SUCCESSFUL TODAY?

	Date				
1. I set a goal for myself today.					
2. I accomplished the goal.					
3. I continued working at a task even when it became disagreeable.					
4. I appeared to be cheerful.					
5. I was unselfish.					
6. I was cooperative.					
7. I was honest.					
8. I was industrious.					
9. I was enthusiastic.					
10. I was patient.					
11. I used initiative.					

4. As it would be impossible for the student to achieve satisfaction in all abilities at the same time, it may be well to consider certain "success" traits separately as topics for discussion. Methods of attaining various success objectives may be suggested and time set aside for practice periods. The habit of planning one's work for long periods of time, setting goals to reach within certain periods, and attempting to reach the larger goal through the nearer goals is worth developing.

5. A study of the lives of famous people who have been successful, as well as those whom the students know personally, is an excellent way to illustrate true success.

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VISUAL AID:

PLANNING FOR SUCCESS, Coronet

WHAT IS MY ROLE IN HOME LIFE?

OBJECTIVES OF PROJECT:

1. To encourage a realization of the importance of the family in the lives of all Americans.

2. To encourage students to realize that habits of living they form now will be those they have when they are adults.

3. To encourage students to accept their responsibilities at home.

The home is the best place in which to practice the habit of getting along with people. It is the purpose of this project to center attention on the problem of maintaining pleasant relations with one's family and accepting one's responsibility in the family group.

DATA FOR DISCUSSION:

1. History of the family

   In times past, the family was a unit around which all entertainment and activity centered. Families were large; relatives often lived together; for all holidays the entire family came together; and no one wandered very far from the homestead. Today life has changed so that relatives are scattered around the world, families seem less unified, more people lead a complex, city life.

2. Problems that families present to high school students

   Some of these are:

   a. Parents insist on controlling you even in matters you feel competent to direct yourself. They are not assured of your competence to make wise decisions.

   b. Parents thrust new duties on you, some of which are irksome tasks.

   c. Relatives live at your house, and you can never have any get-together with your friends because the living room is always occupied.

   d. Guests may visit your home and upset some of the comfortable routine.

3. Solutions for these problems

a. It is necessary for you to learn gradually to make your own decisions. This may be a hard adjustment all around, because all your life your parents have directed you. It is difficult for them to realize that you are now capable of making some decisions by yourself, that in others you need some advice but should make the final decision yourself, and that in still others the decision has to be made for you. If you can see the problem from the viewpoint of your parents, it will help to solve the difficulty.

b. Having duties thrust on you at home may be avoided if you will perform the duties before you are told to do so. When one becomes an adult, he just naturally accepts his share of the responsibility for making the home a happy, livable place.

c. If you cheerfully accept your share of the work at home, it will be easy to reason out with the adults that you deserve some time for fun with your friends at home; and that for part of the evening devoted to such a party, your friends deserve to be given the living room without having a group of adults watching them.

d. Relatives who are living at your house are probably there due to some misfortune--they can't live elsewhere, due either to health or financial conditions. This means that probably they aren't happy being dependent on others. They may feel as if they are intruding in your home even if they do not say so. You can help them and yourself if you will try being friendly, helpful, and considerate. A feeling of genuine respect and affection for others will help overcome the irritation you feel.

4. Your part in home life

a. Assume your share of responsibility.

b. Be courteous and considerate to members of the family.

c. Help plan the family get-togethers.

d. Confide in your parents and discuss your problems with them frankly, working out a solution.

e. Be pleasant and helpful to guests, friends, relatives, and your immediate family.

f. Get joy out of the family life.

g. Begin contributing to your income by earning money for the "extras'" you wish to have.

h. Have your parties with your friends.

i. Remember that how you act now with your family is a good indicator of how you will act as an adult in your own home.

j. Share the use of family possessions.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. An introduction explaining the change in the family life throughout history should be given first. This may be done without being too academic through the use of a discussion question such as, "What are the differences between family life today and the family life of a century ago?"

2. "What problems do you face in your home?" should be the subject of a class discussion. Students will mention their problems, which may be listed on the board. Perhaps others besides those listed under DATA FOR DISCUSSION will be mentioned. These problems can be the basis of a series of discussions in which solutions of the problems of the students are attempted. One problem may be considered by the class and a solution worked out. Then another problem may be attacked. Another method would be to divide the class into smaller groups and have each of these work on a problem. Solutions may be reported to the class as a whole, with discussion of the solutions by the entire class.

3. "What are some of the duties in my home which I can accept as my special work?" Students may discuss the question generally first and then analyze their own home situation and list those duties which they may perform as their share of home responsibility.

4. Allow students to list in their notebooks what they can do to improve their personal relationships at home. Have periodic checkups to see what progress in home relationships has been made. Reports to the group on progress may be made at a later date.

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VISUAL AIDS:

FAMILY LIFE, Coronet

YOU AND YOUR PARENTS, Coronet

WHAT SHOULD I KNOW ABOUT MONEY MANAGEMENT?

OBJECTIVES OF PROJECT:

1. To help students realize the importance of saving and spending wisely.

2. To help students construct a code of safeguards against unwise spending.

Teaching students how to handle money will help them live more happily by avoiding much worry and frustration.

DATA FOR DISCUSSION:

No matter how much or how little money you have, it is still important to plan carefully the way in which you use it. Some of your sources of money will be gifts, part-time jobs, doing jobs at home, money given on request, and allowances. If you are fortunate enough to have an allowance, it will probably be based on the family income, the size of your family and the ages of the children, what the allowance is expected to cover, and the community in which you live. Here is some food for thought in regard to the money you have.

1. Why be thrifty?

    a. We have the satisfaction that we have more to spend by shrewd buying.

    b. The habit of care in spending and saving brings its reward in greater security and social approval.

    c. The alternative to thrift is worry and fear; loss of friends through borrowing, extravagance, and showing off; and frequently, loss of job.

2. How to be thrifty

    a. Keep a personal record of the way you are spending your money now. Make a complete, accurate record over a period of at least a week or more. At the end of the time, look at your account to see where your money has gone.

b. On the basis of the personal record account you have made, you can decide upon a possible plan for future use of money. Such a plan is called a budget. No budget is any good unless it is carried out. Compare your actual spending with your plan frequently. The first plan you make may not really fit your needs, and you may have to revise it until it is right for you and helps you to meet your goals.

c. Discriminate between necessities and luxuries.

d. Shop around to compare prices, merchandise, and labels, and postpone decision in case of doubt.

e. Use the various technical and government aids at your disposal, such as data compiled by organizations for consumer research, U.S. Department of Commerce investigations, Food and Drug Administration reports, American Medical and Dental Associations reports, Better Business Bureau reports, and others.

f. Don't waste your money by purchasing unneeded goods and services because of high pressure salesmanship, your inability to resist bargains, and payment for lavish advertising.

3. Why save?

a. Saving helps you to be prepared for an emergency or to have money on hand for future use.

b. Saving enables you to have money on hand for the purchase of an article too expensive to buy otherwise.

c. Saving helps develop habits of thrift and of living within an income.

4. How to save

a. Conserve the possessions you now have.

b. Consider both quality and price in the items you buy.

c. Plan to save a specific amount every week or month, and try to stick to your plans.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Questions such as "Why be thrifty?," "How to be thrifty," "Why save?" and "How to save" can be the basis of several class discussions.

2. Dramatize the actions of a spendthrift in contrast with those of a thrifty person.
3. Make a blackboard list of the forms of financial mismanagement that have been observed by the class.
4. Have the students bring several advertisements to class; have the students read them and judge their truthfulness.
5. Point out statements in advertisements which, while not strictly false, are actually very misleading.
6. Do a short play including a clever salesman, an inexperienced customer, and one who has his eyes open.
7. Have the students describe their plans for forcing themselves to save regularly.
8. Through group discussions, have the class decide the answers to the following questions:
    a. How much money should you have to spend before it is worthwhile to make a budget?
    b. How should your allowance for "pleasure" be determined?
    c. When should you spend and when should you save?
    d. How can you be thrifty without being a "tightwad?"
    e. When should you buy at a sale?
    f. How much faith should you put in the Good Housekeeping Seal as proof that an advertisement is true?
    g. When should you refuse to make a decision while the salesman is present?
    h. What kinds of purchases should be left until you have "slept on them?"
    i. To what extent should you let yourself be influenced by flattery, and how can you resist it?
    j. Should students save, or should they spend wisely to help themselves get started in the world?
    k. How useful is your having a savings account at the bank?
    l. Should you save "in general" or for some specific purpose, such as buying Christmas presents?

m. Are student charge accounts a help or a detriment to wise spending?

n. What are the advantages of buying for cash rather than "on time?" the disadvantages?

9. Show on the blackboard the arrangement which you think is best for a student's simple accounting system. The form on the following page may be used for illustrative purposes if the teacher so desires.

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VISUAL AID:

YOUR THRIFT HABITS, Coronet

SAMPLE EXPENSE RECORD

Record of Expenses	Mon.	Tues.	Wed.	Thurs.	Fri.
I. INCOME					
Allowance					
Earnings					
Gifts, loans, etc.					
Total Income					
II. FIXED EXPENSES					
Lunch					
Transportation					
School Supplies					
Clothes					
Church					
Other contributions					
III. FLEXIBLE EXPENSES					
Entertainment					
Snacks					
Cosmetics					
Personal grooming					
Gifts					
Club dues					
Personal accessories					
Others					
Total Expenses					
IV. SAVINGS					

PERSONAL GUIDANCE

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PERSONAL GUIDANCE

CUMULATIVE LIST OF VISUAL AIDS

ACT YOUR AGE	Coronet
ALCOHOL AND THE HUMAN BODY	Encyclopedia Britannica
ALCOHOLISM	Encyclopedia Britannica
AS OTHERS SEE YOU	Coronet
ATTITUDES AND HEALTH	Coronet
BALANCE YOUR DIET FOR HEALTH AND APPEARANCE	Coronet
CARE OF YOUR CLOTHES	McGraw Hill
CHEATING	Young America Films
CONTROL YOUR EMOTIONS	Coronet
DEVELOPING CHARACTER	Coronet
DIGESTION IN OUR BODIES	Coronet
EMOTIONAL HEALTH	McGraw Hill
EXERCISE AND HEALTH	Coronet
FAMILY LIFE	Coronet
FEELING LEFT OUT	Coronet
FOOD THAT BUILDS GOOD HEALTH	Coronet
GOOD GROOMING FOR GIRLS	Coronet
GROOMING	McGraw Hill
HOW FRIENDLY ARE YOU?	Coronet
HOW HONEST ARE YOU?	Coronet
HOW TO BE WELL GROOMED	Coronet
IMPROVE YOUR PERSONALITY	Coronet

IMPROVING YOUR POSTURE	Coronet
MAKING THE MOST OF YOUR FACE	Coronet
MENTAL HEALTH	Encyclopedia Britannica
NUTRITIONAL NEEDS OF OUR BODIES	Coronet
OUR BASIC CIVIL RIGHTS	Coronet
OUR LIVING CONSTITUTION	Coronet
OUR LIVING DECLARATION OF INDEPENDENCE	Coronet
OVERCOMING FEAR	Coronet
PERSONALITY AND EMOTIONS	Encyclopedia Britannica
PLANNING FOR SUCCESS	Coronet
PUBLIC OPINION IN OUR DEMOCRACY	Coronet
RESPECT FOR PROPERTY	Coronet
RESPONSIBILITY	Young America Films
REST AND HEALTH	Coronet
RIGHT OR WRONG?	Coronet
SELF-CONSCIOUS GUY	Coronet
SHY GUY	Coronet
THE CLEAN LOOK	Modern Talking Pictures
THE PROCRASTINATOR	Young America Films
THE RIGHT CLOTHES FOR YOU	McGraw Hill
UNDERSTAND YOUR EMOTIONS	Coronet
UNDERSTANDING YOUR IDEALS	Coronet
WHAT ABOUT ALCOHOLISM?	Young America Films
WHAT ABOUT DRINKING?	Young America Films

WHAT IS CONSCIENCE?	Coronet
WORKING: SAFETY IN THE SHOP	Coronet
YOU AND YOUR PARENTS	Coronet
YOUR BODY SPEAKS	Columbia University Press
YOUR HEALTH AT HOME	Coronet
YOUR HEALTH AT SCHOOL	Coronet
YOUR HEALTH: DISEASE AND ITS CONTROL	Coronet
YOUR HEALTH IN THE COMMUNITY	Coronet
YOUR THRIFT HABITS	Coronet

UNIT III
SOCIAL GUIDANCE

WHAT DOES COURTESY MEAN?

OBJECTIVES OF PROJECT:

1. To develop courtesy and consideration.

2. To arouse an awareness of the other person's point of view.

Once students gain the point of view of the other person, courtesy will be an inherent factor in their personality. If a boy learns that being a gentleman requires being considerate of others, good manners will manifest themselves naturally. If a girl learns that being a lady implies consideration for all people and less thought about herself, she will become more courteous.

DATA FOR DISCUSSION:

1. Consideration for the other person is the meaning of courtesy. If one doesn't know what the rules of etiquette prescribe for some situation, act in the most considerate manner possible. Action based on kindness is fundamentally courteous and thus within the rules of etiquette.

2. Good manners make our relations with other people agreeable and pleasant.

3. In order to be truly a lady or a gentleman, it is necessary to consider the other person's point of view. If you consider his point of view, you have to try to put yourself in his place. You must be interested in people and watch them closely in order to do this. Ordinarily, we tend to judge other people by how they treat us and how they affect us. We need to see ourselves through the eyes of others, i. e., instead of being offended at something an acquaintance does, ask yourself, "What did I do or say that made him (or her) act that way?" If you are in the habit of making "smart cracks" at other people's expense, stop and think for a few minutes how you would feel if you were the butt of your own remarks.

4. Here are some questions that may test your courtesy:

    a. Have you ever considered the possibility that the person you believe is snobbish may be just very lonely, that someone you think very superior to you might enjoy your friendship, but is himself shy and perhaps lonely?

b. Do you know that other people don't like you to become too personal any more than you like to have them question you about personal matters?

c. Do you realize that you owe special consideration to the person who is handicapped in some way, such as being crippled?

d. Do you realize that there are some things you should do for your elders just because they are older?

e. Do you realize that your consideration for others will lead them to be more considerate of you?

f. Are you unaffected and considerate enough to have many friends?

SUGGESTED PROCEDURES AND ACTIVITIES:

1. "What is the meaning of courtesy?" forms an excellent topic for discussion. Allow the class to discover the motives of courtesy.

2. Allow students to work out a panel discussion on courtesy as it applies to the various situations in your high school. Most of the general rules for courtesy will be mentioned.

3. Dramatizations of simple rules of courtesy and etiquette may be presented.

4. Students may be asked to consider the other person's viewpoint at some time during the day. Lists of these attempts and results may be kept. At the next group meeting, the class may be divided into small groups and allowed to compare their experiences.

5. Time may be set aside for reading from references listed here or elsewhere which present the problems of etiquette and courtesy as they apply to high school students.

6. Tests of social customs, etiquette, and courtesy may be given.

7. A courtesy campaign may be conducted. Posters might be made. The most courteous student in school may be chosen at the close of a campaign.

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VISUAL AID:

EVERYDAY COURTESY, Coronet

WHY ARE GOOD MANNERS IMPORTANT?

OBJECTIVES OF PROJECT:

1. To help students notice how their behavior affects other people.
2. To arouse in students the desire to improve their manners.

Young people who are just getting started in high school, adjusting to different teachers, and making new friends have a great deal on their minds. They may be so occupied with school, club activities, athletics, hobbies, and other interests that they sometimes become careless about the social niceties. Therefore, learning the accepted rules of behavior should be a part of group guidance activities.

DATA FOR DISCUSSION:

1. Good manners make work seem lighter and everyday living more pleasant.

   Little courtesies in the classrooms, the halls, the library, the office, the lunchroom, and the auditorium help to make all the affairs of the school run more smoothly.

2. Your manners indicate very plainly whether you are a kind, considerate person or a selfish, thoughtless one.

   Your manners are as much a part of your personality as your physical make-up and your disposition. If you are genuinely courteous, your interest in the comfort and well-being of others will make them feel friendly toward you. If you are crude and boorish, however, you will disgust others and drive them away.

3. Nothing can give you more poise and make you feel more sure of yourself than knowing the proper thing to do and say in any social situation.

   If you fail to learn the rules of good behavior, there will be many times when you will feel awkward and ill at ease.

4. Being accepted in the business and professional world often depends upon being able to do and say the right thing at the right time.

Sometimes students with high grades and good recommendations from teachers fail to obtain a position after a personal interview with an employer. Their crude behavior attracts so much unfavorable attention that their other qualifications do not matter. Just when they most need to make a good impression, they fail because they have never attached enough importance to the value of good manners.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the members of the class think of some occasions in their own experience when it was important to be able to do the right thing at the right time. Then have them write a short story, draw a sketch, or clip a cartoon from a newspaper or a magazine to illustrate some such title as "Good Manners Make a Difference." Place the best of the items on the bulletin board.

2. Have the class describe a situation in which they or someone they know was uncomfortable because of not being sure of the correct way to act. Ask the group to discuss the problem and decide what would have been the proper thing to do under the circumstances.

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VISUAL AIDS:

EVERYDAY COURTESY, Coronet
THE GOLDEN RULE: A LESSON FOR BEGINNERS, Coronet

HOW SHOULD NEW AND OLD STUDENTS ACT TOWARD EACH OTHER?

OBJECTIVE OF PROJECT:

To encourage an attitude of helpfulness on the part of the older students in the problem of orienting new students.

Students need to gain an appreciation of the incoming student's problems. Students who are acquainted with the school routine can greatly aid the new students in making an adjustment.

DATA FOR DISCUSSION:

Newcomers in any neighborhood receive a special type of friendly help from those already established in the community. They are shown customs of the community and given advice of a helpful nature. Soon they cultivate close friends among the members of the community.

In school the new student is in much the same position as the new neighbor. He needs to learn the regulations and opportunities of the new environment. You can make it fun as well as a duty to aid the new students.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. "How did you feel the first month or so that you spent in this school?" may be the question the teacher uses to arouse discussion of the problem of new students. Students will probably recall the bewildering experiences through which they passed as new students. Allow them to tell some of their experiences as new students.

2. "What could have been done to prevent you from having these feelings and experiences?" may be the second topic for discussion. Students will offer suggestions which may be listed on the board. A list should be made of these suggestions, which may be used at a later time in this project.

3. "Has anyone ever moved into your neighborhood who has never lived there before? What are some of the things your parents and neighbors did to help the newcomers?" This discussion topic may help the students see that it is customary to help newcomers.

4. "How do you treat new students in school?" This topic will probably include a discussion of the aids given new students.

5. The topic, "How does this differ from the way in which adults treat newcomers in a community?" may point out the helpfulness of many adults as compared with the lack of interest and unkind practices of many students.

6. "How should new students be treated by those who have been in school long enough to know the building and customs of the school?" This discussion topic is intended to arouse the students to offer a list of constructive suggestions which may lead the group to the formulation of a definite program of aid to new students.

   Each student may plan to converse with at least five new students before the next group meeting. During the conversation the older student should discover enough information from the new student so that he may suggest, in the next meeting, which older student or students he feels would be able to help the new student. He should help the new student with at least one of his problems. This may occur during the conversation or as an outgrowth of the conversation. During the next meeting students should report on the progress which they have made in new student acquaintanceships.

   Committees may be appointed to help the new students with special problems. These might include a committee on school regulations, a committee on student activity, or a committee on getting acquainted with the students at school.

7. It is suggested that a very definite program be planned for cooperation between new and old students. The students may plan this program themselves. They will be more enthusiastic about the program if they plan it themselves.

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VISUAL AIDS:

HOW FRIENDLY ARE YOU? Coronet

THE FUN OF BEING THOUGHTFUL, Coronet

HOW DO I SHOW COURTESY AT HOME?

OBJECTIVES OF PROJECT:

1. To help students recognize the value of cooperation with others.

2. To inculcate the principles of good manners at home.

Happy families are those in which all members are considerate of each other and try to understand each other. Students need to learn the principles of good manners for happy home living.

DATA FOR DISCUSSION:

Tact, forbearance, and consideration for others are necessary for every condition in life. Why not begin with the family! Even in the simplest household, certain formalities should be observed. Here are some of them:

1. The little things

    a. Get up the first time mother calls rather than the seventh time. When you make your appearance, a pleasant greeting will be appreciated by all the family.

    b. Be prompt for all meals and contribute your share to pleasant conversation.

    c. If it's a school morning, leave on time and save mother from having to search for your keys, books, and the notebook you prepared the previous night.

    d. Respect the property of others. If, in an emergency, you must borrow from the members of your family, always ask permission and then return the article promptly and in good condition.

    e. Curb your curiosity. Never open or read anyone else's mail.

    f. Do your share of the work cheerfully and promptly. Try doing a thing the first time you are asked instead of the usual fifth.

    g. Put magazines, books, and clothes in their proper places. Be responsible for your own particular cubbyhole.

h. Pick up stray hairs from the washbowl. See that you don't drip puddles on the floor for someone else to paddle in.

i. Save mother steps by answering the doorbell or the telephone, being careful to take messages courteously and accurately. Don't monopolize the phone.

j. Cut off the radio and slow down on the tap dancing or rhumba practice when others are trying to rest.

k. If you should drip tomato soup on your best clothes, get out the cleaning solvent and attend to it yourself.

l. Don't invite the gang to dinner without first paving the way by asking mother's consent. If your special pals drop in for an unannounced call, try to manage them so that the family isn't forced to take refuge in the garage.

2. Family courtesy

a. Respect the opinions of other members of the family. Show an interest in their ideas.

b. Show a little patience with small brothers or sisters. Take a real interest in the little affairs that seem so trivial to you but are so all-important to them. Don't impose upon them or ridicule their efforts.

c. Always thank a member of your family for any favor as graciously as you would thank an outsider.

d. Don't forget to let the older members of the family precede you when entering a door. Courtesy requires it. And always pass behind, not in front of, people.

e. Don't create a disturbance by shouting to someone upstairs or in another room. Go to the place where the person is and speak quietly.

f. Hold back occasionally and let someone else have first chance at the most comfortable chair in the room.

g. On arriving at any time, inform the family of your arrival.

3. Guest courtesy

   a. Do your part toward showing that your home is a harmonious one. If father's jokes are a bit stale to you, don't interrupt. Be tactful and recognize that he is contributing his share to the entertainment.

   b. Always rise and offer a caller or guest a seat when he enters the room, and remain standing until he is seated.

   c. If the caller is your own guest, see that he is introduced to the members of your family.

   d. If you go into a room where your mother is entertaining a friend, smile and speak courteously. You might even ask the friend how her family is, or in some such way show an interest in her.

4. Appreciating parents

   a. If your parents have made previous plans that don't harmonize with yours, be reasonable and courteous about it.

   b. If your parents seem a bit conservative to you, try a genuine, wholehearted attempt to cooperate with some of their ideas. You may hate to admit it, but they're more often right than wrong.

   c. Never be ashamed of your parents. Maybe their clothes are a little out of date, but it doesn't take much effort to figure out that that is probably why your clothes are in the latest style.

   d. Cultivate a family spirit by recognizing such special days as birthdays, anniversaries, Mother's Day and Father's Day.

   e. Be loyal to your family. Be proud of it. Don't criticize your home to outsiders or permit others to criticize it.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask each member of the class to rate himself as a family member through the following chart:

YOU, IN YOUR FAMILY.

	Never	Sometimes	Usually	Always
1. I am cheerful at home.				
2. I show an interest in what others in my family are doing.				
3. I make a sincere effort to understand my parents' viewpoint and to discuss important matters with them.				
4. My parents can count on me to carry out unpleasant tasks without sulking.				
5. I try to have my friends and activities inside the home when they are interested.				
6. I take time to tell my parents about my activities outside the home when they are interested.				
7. My parents can count on me to do my best to take advantage of the opportunities they make for me.				
8. My parents can depend on me to be responsible for taking care of my own health.				
9. I try to keep from asking for special favors that others in my family don't get.				
10. I try to let my family know that I like them and enjoy their company.				

2. With the members of the class taking the roles of various members of a family, put on skits showing correct ways of showing courtesy in the home in various situations.

3. If not all the points in the DATA FOR DISCUSSION are covered, the teacher might say something like this, "What would you do if. . . ?"

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VISUAL AIDS:

APPRECIATING OUR PARENTS, Coronet

FAMILY LIFE, Coronet

PARENTS ARE PEOPLE, TOO, McGraw Hill

SHARING WORK AT HOME, Coronet

THE FUN OF BEING THOUGHTFUL, Coronet

YOU AND YOUR PARENTS, Coronet

WHAT IS MY ROLE AS A HOST OR HOSTESS?

OBJECTIVES OF PROJECT:

1. To teach students how to be the thoughtful host or hostess with a house guest.
2. To give students some hints on how to extend courteous treatment to guests at a party.

Nothing is more pleasant than true hospitality, nor is there anything that bespeaks the well-bred person more than the ability to be a charming host or hostess. Teaching students how to become successful hosts or hostesses is an excellent way in which to develop their poise.

DATA FOR DISCUSSION:

1. Entertaining a house guest

    a. Suggest in your invitation the time of arrival and the approximate length of the visit.

    b. Give some idea of the kind of entertainment you will have so that the guest may bring suitable clothing.

    c. Be on hand to welcome guests at the time appointed.

    d. Provide adequate transportation for all essential trips.

    e. Have the guest room ready with all the essentials: proper bedding; towels, drinking glass, reading materials; adequate drawer and closet space; and plenty of coat hangers.

    f. Don't apologize for anything you have or have not.

    g. Try to cater to the guest's little foibles of food and entertainment.

    h. Inform him of the household routine and schedule.

    i. Consult him on plans for excursions and other entertainment.

    j. Don't fill the whole day with detailed plans, but leave the guest plenty of free time for rest, reading, and his personal planning.

k. Don't be embarrassingly insistent that the guest stay longer than was originally planned.

2. Giving a party

a. Extend invitations at least several days in advance. Use the telephone for the getting-the-crowd-together type of party and the written invitation for the large, rather formal affair.

b. If you are planning to have both boys and girls, you can invite all the guests yourself and have the boys come stag. Or a boy who is giving a party may just ask the boys and tell them to bring dates; likewise, a girl may invite only the girls and let them choose their own escorts.

c. In planning your party, select a theme and carry it through. For example, you might arrange a pirate party centered around a treasure hunt. But don't insist that your guests play or do something that you see doesn't appeal to them.

d. Meet your guests at the door and greet them in a friendly, informal way.

e. If you have a guest of honor, he should have arrived early enough to receive the other guests with you.

f. Direct the girls to a room where they may leave their wraps and freshen up a bit.

g. Have another room or a place in the hall for the boys' things.

h. Be sure the bathroom contains clean guest towels, soap, and toilet paper.

i. When your guests return from leaving their wraps, introduce them to those they do not know.

j. Arrange the chairs in small groups that encourage conversation rather than line them up along the wall.

k. Distribute your attention evenly among all your guests.

l. See that your guests are all having a good time without making them conscious of your efforts.

m. Plan refreshments that are special and yet simple enough for you to prepare yourself.

n. When the party has drawn to a close, station yourself at the door with your guest of honor, if you have one, so that your guests can find you easily when they want to say good-bye.

o. Make every effort to introduce the guests who will be the most congenial.

p. Accept the pleasant comments of your friends gracefully. Say, "Thank you," or "I'm glad you had a good time," and then add something to the effect that you enjoyed having them.

q. Don't embarrass your guests by apologizing for mishaps that were beyond your control.

r. After the party, don't leave a disarranged living room or a disorderly kitchen for someone else to take care of.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask several members of the class to describe the best party they ever attended or the best time they had as a house guest, indicating what the host or hostess did to make it so.

2. Ask other members of the class to describe a party that the host or hostess managed poorly, and state what should have been done differently.

3. Dramatize the way a host or hostess should and should not act with a house guest and at a party.

4. Let the class decide the answers to the following questions:

    a. How should you choose guests?

    b. How can you help your guests to get acquainted?

    c. To what extent should you try to keep the party "mixed up" and prevent "pairing off?"

    d. What kind of entertainment would you plan for a weekend guest? for a party?

    e. How wise is it for you to let guests go into the kitchen and help prepare the refreshments?

    f. What part should chaperones play in parties, and how should they be treated?

5. Have several members of the class interview someone who recently entertained a house guest or gave a party and ask them what they did to make the guests feel at home.

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VISUAL AIDS:

CLASS PARTIES, McGraw-Hill

PARTIES ARE FUN, Coronet

PERFECT PARTY, McGraw-Hill

WHAT IS MY ROLE AS A GUEST?

OBJECTIVES OF PROJECT:

1. To help students understand the good manners to be observed as a house guest and as a party guest.
2. To develop the poise necessary to become gracious and cooperative guests.

The same demands for thoughtfulness prevail for house and party guests as for hosts and hostesses. Teaching students to value the customs, food, company, and entertainment of others will mean that they will not only be asked to return as guests, but that they will have added immeasurably to their own life by a broadened point of view.

DATA FOR DISCUSSION:

1. The house guest
   - a. Arrive on time, i.e., at the time suggested by the host or hostess.
   - b. Leave on time, namely the time suggested by the host or hostess in the invitation.
   - c. Appear promptly at mealtime and for all engagements arranged by the host or hostess.
   - d. Show enthusiasm for all types of entertainment.
   - e. Do not bring too much luggage, but just enough to enable you to dress properly.
   - f. Do not concentrate on one member of the family or group, but be pleasant and congenial with all.
   - g. Do not monopolize the radio, the television, the piano, or the morning paper.
   - h. Do not ask to borrow some of the essentials you should have brought with you.
   - i. Leave or send a gift, the value depending upon your financial condition and the length of your stay.
   - j. Never fail to write a thank-you note when you return home.

2. The party guest

   a. Answer an invitation to an informal party by telephone or informal note, whether you are requested to do so or not.

   b. If you accept an invitation, obligate yourself to arrive on time, dressed carefully, in a cheerful mood, and ready to participate and cooperate in the entertainment planned.

   c. Greet your host or hostess and any guest of honor before you join the others.

   d. When you are ready to sit down, you don't have to take the first chair you see. You may be able to find one near a friend or people you know.

   e. Contribute your share to the fun. Lend a hand whenever you see that help is needed and be both interested and interesting.

   f. If you are asked to do one of your specialties, comply without much coaxing.

   g. Indicate your poise by not being awed by a standard of living that is higher than your own nor show contempt of one that is lower.

   h. Leave the party at the hour your hostess has set as closing. If nothing has been said about this, be alert to catch any cues that may be given to bring the party to an end.

   i. Avoid giving an impression of being bored or eager to get away, perhaps by looking at your watch conspicuously or repeatedly.

   j. Always say good-bye and a word of appreciation to the host or hostess and to the guest of honor. Also say some word of appreciation to your host or hostess' mother. Say good-bye to other guests who are near and then leave at once.

   k. If the party has been a mixed affair and the boys have come stag, each boy should consider it his responsibility to take one of the girls home.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Let half of the class be hosts and the other half guests for a classroom party, and after a short social time criticize the way the guests behaved.

2. Dramatize a scene when the guests are arriving at a party to show correct and incorrect behavior.

3. Dramatize a similar scene when guests are leaving.

4. Dramatize a scene when guests "wear out their welcome" in different ways.

5. Have the class list twenty different ways to express the idea that they enjoyed a party.

6. Through discussion, have the class decide the answers to the following questions:

   a. How much effort should you make to appear to be having a good time even if you aren't?

   b. Should you say the party was fine when it wasn't?

   c. To what extent should you try to help other guests enjoy themselves?

   d. How wise is it for you to try to be the "life of the party?"

   e. When and how should you leave?

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HOW DO I MAKE AND ACKNOWLEDGE INTRODUCTIONS?

OBJECTIVES OF PROJECT:

1. To teach the correct form for making introductions.
2. To teach the correct form for acknowledging introductions.

As your students move toward adulthood, they will probably be attending more and more different types of social functions. Not only must they know what is expected of them at these various affairs, but they must also learn how to carry out their obligations of introducing people with confidence and ease.

DATA FOR DISCUSSION:

1. Making introductions
    a. Use any of the following forms:
        (1) "May I introduce Miss Wallace?"
        (2) "I would like to have you meet Mr. Ellis."
        (3) "Mr. Evans, Mr. Thomas."
        (4) "Miss Ames, Mr. Hastings."
        (5) "Dorothy Granger, this is Dick Rodman."
        (6) "May I present the President." (Formal form)
    b. The correct order for introducing one person to another is as follows:
        (1) Introduce men to women, as "Miss Terrill, may I introduce Mr. Murray?" Exceptions to this rule are ministers, the President of the U. S., state governors, and royal personages. In each case the form is reversed.
        (2) Introduce young people to older people, as "Mrs. Paris, this is Marilyn Corio."
        (3) Introduce unmarried women to married women, as "Mrs. Monroe, may I introduce Miss Houston."
        (4) Introduce boys to men, as "Mr. Reeta, this is Bill Morris."

(5) Introduce boys to girls, as "Marilyn, I would like to have you meet Donald Hines. Donald - Marilyn Webster."

(6) Introduce older men to girls of high school and college age, as "Phyllis, may I introduce Mr. Helm? Mr. Helm - Phyllis Green." This applies even when girl students and men teachers are introduced.

(7) Introduce a child to an older person, as "Mr. Sutton, this is my little sister, Carol."

(8) Introduce your school friends, both boys and girls, to your mother, as "Mother, this is Gerard Roman."

(9) Introduce all guests to the hostess, as "Mrs. Arnold, this is Gay Weiss and Joseph Stanley."

(10) Introduce everyone (except those of higher ministerial position) to a clergyman, as "Father Morrow, may I present my mother."

(11) Introduce women teachers to students' mothers, as "Mother, this is my history teacher, Miss Case."

(12) In introducing a person to a group, start with the friend nearest you and take the others in the order in which they are standing or sitting. Say, "I should like to introduce Roy Brown. . . Betty Rice, George Allen, Jean Dicker, Jim McKay, and Bill Mandel."

c. The person making an introduction should suggest a topic of conversation by giving a clue to at least one person's identity or interests. For instance, "Mrs. Green, this is Mr. Jones." Then, after their acknowledgment of the introduction, "Mrs. Jones is from Philadelphia and has just become our next-door neighbor."

d. At large parties, introduce a guest to small groups at a time. If you find yourself seated beside someone you do not know, introduce yourself by saying, "I don't believe I've met you. I'm . . ."

e. Should you want to introduce a girl and a man who are in different parts of the room, you must take the man to the girl. Never ask her to go to him.

f. When you are to introduce a person whose name you cannot recall, simply say, "I'm sorry, I'll have to ask your name."

g. If you are introduced to a person you have already met, you should mention the previous introduction if this person seems to remember you; if not, it is more courteous to ignore the former introduction.

2. Acknowledging introductions

   a. "How do you do?" is all that is necessary to acknowledge an introduction. To repeat the name of the person is a nice touch, as "How do you do, Miss Arthur?"

   b. If you are really glad to meet a certain person you can make the response sincerely and cordially by adding, "I've heard a great deal about you," or "I've been wanting to meet you," or "I am very glad to know you."

   c. Men and boys always shake hands when introduced to other men and boys. When you shake hands, don't shake too vigorously. Use a pleasantly firm grip.

   d. When a man is introduced to a woman, she may extend her hand if she wishes. The man should not extend his hand first; but, if he does, the well-bred lady will accept it, never letting him know that he has made a mistake. Whenever a man is acting as a host, he may take the initiative in shaking hands.

   e. Men and boys rise for all introductions. Girls rise when introduced to older women or distinguished persons. A hostess rises to receive all introductions. It is not necessary to rise if an introduction takes place at a dinner table.

   f. After you have chatted with a person to whom you have been introduced, don't leave abruptly. Ease off with such a cordial leave-taking as, "I've enjoyed meeting you" or "I hope to see you again." If the other person makes such a remark first, you may respond with "Thank you," or "Thank you--I'm glad to have met you," or "Thank you, I hope I see you again."

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Demonstrate correct and incorrect introductions by introducing students to each other.

2. Have a student introduced to the group as if he were a guest, and get class criticism of the method used.

3. Invite a guest to your class, and introduce him to the class as a group and to members individually.

4. Make plans whereby each member of the class will introduce another member to at least three new schoolmates during the day.

5. Have the class make a list of do's and don'ts about introductions.

6. Through group discussions have the class decide the answers to the following questions:

   a. When should introductions be made and when not?

   b. How formal or informal should introductions be?

   c. Who should be introduced to whom?

   d. What difference should the ages of the persons make in an introduction?

   e. How aloof should you be before you are definitely introduced?

   f. How much responsibility do you assume for the conduct of a person whom you introduced to someone?

   g. What should you do when you fail to hear the name clearly?

   h. How can you make everyone feel at ease after the introduction is over?

7. Have each member of the class observe some adults who manage introductions smoothly, as well as some who mumble and act embarrassed.

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WHAT ARE GOOD TABLE MANNERS?

OBJECTIVES OF PROJECT:

1. To teach students how to set a table correctly.
2. To teach them how and when to use a knife, a fork, a spoon, or their fingers.
3. To teach students what the different types of food are and how they may be eaten and served.
4. To help students enjoy eating at home and in public with a great deal more confidence and poise.

Most people eat at least a thousand meals a year. Table manners at these meals reveal an individual's background and breeding so quickly and have such an influence on other people at the table, that their importance cannot be over-emphasized with students.

DATA FOR DISCUSSION:

1. The table arrangement
    a. The plates
        (1) Place each dinner plate one inch from the table edge.
        (2) Place a bread-and-butter plate, if these are being used, at the upper left of the dinner plate.
        (3) Place the salad plate at the left if coffee is to be served with the meat course; at the left or right if coffee is not being served until later.
    b. The flat silver (Placed in the order in which they are to be used, and one inch from the table edge)
        (1) Place the knives (dinner, steak, fish knives) to the right of the dinner plate, with their cutting edges toward the plate.
        (2) Place the spoons (soup, bouillon, orange, teaspoons, iced-tea spoons) rims up, to the right of the knives.
        (3) Place the forks (dinner, fish, salad forks), tines up, to the left of the dinner plate.

(4) Place an oyster, or cocktail, fork (for oysters, clams and seafood cocktails) to the right of the spoons.

(5) An individual butter knife should be placed across the bread-and-butter plate--diagonally across the upper right-hand side or parallel or at right angles with the table edge--with its cutting edge toward the center of the plate.

(6) When no knives are being used, forks should be placed to the right where the knives ordinarily go.

c. The glasses and the napkin

(1) The glass or goblet belongs at the point of the dinner knife.

(2) The napkin, folded or oblong--or perhaps triangular for breakfast or luncheon--may be placed on the dinner plate itself if empty, or to the left of the forks and one inch from the table edge

2. Techniques for the use of silver

a. The fork

(1) For conveying food to your mouth, hold the fork firmly in the right hand between the first two fingers and the thumb--prongs up.

(2) When you cut your meat, the fork should be held in the left hand with the prongs pointing downward and the handle pressing into your palm

(3) Never overload your fork.

(4) Convey to your mouth one piece of one kind of food at a time.

(5) Use your fork only for the food on your plate. Refrain from helping yourself to bread, cheese, radishes, olives, etc., by means of your fork. Use your fingers for these foods--daintily.

(6) While you are talking, lay your fork on your plate and rest your hands in your lap.

(7) When you have to use your fork to cut, turn the fork so that the prongs face left, then press down with the left edge.

(8) When you have finished eating, place your knife and fork side by side on your plate with the handles toward the right side, the fork being nearer the center and with the prongs turned down. Your salad fork should be placed on the salad plate in the same manner.

b. The knife

(1) Knives are held in the right hand in exactly the same manner as you hold your fork when cutting.

(2) After you have cut one or two small pieces of meat, place your knife on the right outer rim of your plate--never half on and half off.

(3) To bring a small piece of meat to your mouth, hold the fork in your right hand.

(4) Keep your elbows low in cutting Cut--do not pull the meat apart.

(5) When you are not using your butter knife, place it on the bread-and-butter plate in the same way you have placed your knife on your dinner plate.

(6) Silverware should never be placed on the table once you have used it, since it may soil the tablecloth.

c. The spoon

(1) Follow the rule of taking the spoons in order. If in doubt, watch your hostess.

(2) Hold the spoon lightly as you would a pencil and keep your little finger in.

(3) After you have used a spoon, never leave it in the glass, cup, bowl, or small dish from which you have been eating. Lay it on the side of the saucer, or service dish, bowl up.

d. The dishes

(1) Leave them where they are placed, although you may feel a bit crowded.

(2) Never stack dishes at the table, but in a public dining place you may ask a waiter softly to remove any used dishes.

(3) If you do not care for coffee or the beverage that is being served, say so with a polite, "No, thank you." Let your cup or glass stand empty.

(4) In drinking coffee or tea, the handle of the cup should be held firmly between your thumb and finger--not hooked through your index finger. Hold your little finger close to the others.

(5) A goblet is held between your thumb and finger--where the stem meets the bowl. Take a few sips at a time, even though you may be very, very thirsty.

(6) When a fingerbowl is placed before you, dip the tips of the fingers of one hand at a time. Dry them with your napkin below the surface of the table.

3. Techniques for eating various foods

a. Artichokes

(1) These are to be eaten with the fingers. Pull off the leaves one at a time and dip the fleshy part into the sauce. Suck or pull through your teeth the part dipped in sauce. Place the inedible part on the side of your plate.

(2) When the choke (the bristly part) appears, hold it with your fork or fingers, and cut off (with your knife) the inedible portion.

b. Bouillon

(1) Dip the spoon away from you, turning the outer rim down. Sip slowly and quietly from the side of your spoon.

(2) You may pick up the cup by both handles, or one, and drink slowly.

c. Bread

(1) Always break off just enough bread or roll for one or two bites and butter it as you need it.

(2) When hot biscuits are served, break a biscuit and butter the two pieces immediately.

d. Cakes, cookies, etc.

(1) Cookies and small cakes are finger foods. If very small, they may be eaten in one mouthful

(2) Use a fork for any sticky tea cake, also for a piece of cake or a large cupcake.

e. Cheeses

These are to be eaten with a cheese knife. Slice a small portion from the wedge and spread it on the end of a cracker. Do not spread the entire cracker at once.

f. Dips

(1) Cheese, fish, and other dips are served in a bowl with crackers or potato chips. Help yourself to a cracker or chip, dip one end in the mixture and eat in one mouthful, if it is small.

(2) If it is large, eat the other portion without dip. Do not take a bite and then dip the uneaten portion in the mixture for more.

g. Fruit

(1) Most fresh fruits are finger foods.

(2) When grapes are passed, pull or snip off a small section of a bunch and put it on the plate before you. Eat one at a time, removing the pit and skin if you do not care for it, with your fingers. Do the same for cherries.

(3) Hard peaches, apples, and pears are quartered first. Juicy peaches should be quartered, pitted, and then eaten with a fork.

(4) Bananas should be peeled a little at a time and a small piece broken off. Should you want to eat a banana with cream, you will peel all but a small portion at the end to hold it. Put the peeled end into the dish and slice it downward with the spoon.

(5) With grapefruit, steady the half with your left hand. With the spoon in the right hand, remove one section at a time. Do not try to cut through the tough white tissue. You may squeeze the fruit to get more juice, but this must be done gently and gracefully; the fruit must not be picked up from the plate and dripped into your spoon.

h. Gravy

(1) Help yourself to a ladle of gravy and put it over the meat.

(2) Only at home, alone with your family and with their permission, is it all right to spread a piece of bread with gravy and eat it with your knife and fork.

i. Meat

(1) Cut a small piece at a time and eat it.

(2) When you are asked to help yourself to a portion, slide the service fork, which will be on the platter, under the portion you are to take and balance it while transferring it to your own plate.

j. Lobster

(1) When you are dining in a restaurant, you may ask the waiter to crack the lobster for you. After he has done this, steady any part of the shell in your fingers that you need to, to pick out the meat with the fork provided.

(2) In a home dining room the claws may be cracked in the kitchen before serving. Further cracking may be needed at the table. A nutcracker will be provided for this, along with a nutpick to extract the meat. Hold the body of the lobster on the plate with the left hand and twist off the claws with the right. Extract the meat with the nutpick and break it into small segments.

(3) Hold the lobster steady on the plate to lift out the tail meat with your fork. This will have to be broken into segments. With your lobster fork, dip a piece in mayonnaise or melted butter and convey it to your mouth.

(4) The small claws are to be broken off and the meat sucked from the ends. Be careful not to make sucking noises in doing this.

k. "In-a-basket" foods

(1) When fried chicken in a basket is served without silverware or plates, eat it with your fingers. Use a napkin to hold the bones that you discard.

(2) Should there be silverware and a plate, transfer a portion of the chicken from the basket to your plate with your fork. Eat this portion before transferring another.

l. Nuts

(1) During the meal you may nibble at them whenever you may like.

(2) If the nuts are not in individual cups, take a spoonful from the dish that has been passed to you and place them on your dinner plate or bread-and-butter plate. Eat them, two or three at a time, with your fingers.

m. Oysters, Clams, Shrimp, Crab

(1) Served in a cocktail, oysters are eaten whole.

(2) If oysters or clams are served on a half shell, hold the shell steady with the left hand, and with your fork detach it where necessary and lift it from the shell. Dip in cocktail sauce and eat whole (one mouthful).

(3) With the steamed clam, you will have to use your fingers to bend the shell back if it is not opened. Should you be unable to open it with your fingers, discard it and try another. Do not use a knife, fork, or spoon to pry it open.

When the shell is open, hold it in the left hand over your dish and with the right hand lift out the clam by the neck. Pull the body from the neck and discard the neck sheath. Dip the clam in melted butter or the broth and eat it in one mouthful. Place the empty shell on your bread-and-butter plate or in a bowl or platter that has been provided for them.

(4) Fried clams are eaten with a fork, after cutting them with the fork into several pieces.

(5) Small shrimp may be eaten whole, but cut large shrimp with your fork.

(6) Boiled fresh shrimp, served with the shells on, are picked up with your fingers, shelled, dipped into sauce and eaten whole.

(7) You may start anywhere you like with hard-shelled crabs, but most people first pull off the small claws and suck or chew the meat out of the open end. Then lift out the body meat in one piece, cut it up with a knife and fork and eat it, dipping it piece by piece into the sauce that is served with it. The claws are usually cracked before the crabs are served, but often a nutcracker comes with it, in case you want to crack the claws more. Break the claws with your fingers, take out the meat with your oyster fork or a pick, dip it into the sauce and eat it.

(8) Every part of soft-shelled crabs is edible. Just cut them up and eat them.

(9) Crabmeat cocktail is eaten with an oyster fork. If you run across a piece of hard membrane, just take it out of your mouth with your fingers.

n. Potatoes

(1) Potatoes, all kinds except the chip and shoestring, are eaten with the fork.

(2) French-fried potatoes, when very, very crisp, may be eaten with your fingers, provided you do it daintily.

(3) Break baked potatoes open and with your fork mix butter, salt, and pepper into it a bit at a time as you need it. Never scoop the insides with a spoon or knife. Use your knife, if you need to, to cut the skin. The baked potato skin may be eaten if you prefer.

o. Pizza pie

Use a regular fork, cut a portion, and transfer it to your mouth. You may fold a wedge and eat it with your fingers, but this can be quite messy.

p. Sandwiches

(1) If uncut, break the easily broken sandwich, such as cheese, tuna, ham salad, liver sausage, etc. and leave one piece on your plate as you eat the other.

(2) If uncut, you may cut a pork or beef sandwich with your knife, as you steady it with your left hand.

(3) The tiny tea sandwich is taken with your fingers and eaten slowly.

(4) With a double-decker sandwich, cut it into quarters or sixths, holding the layers tightly together. Should it be an elaborate kind with mayonnaise or gravy, use your fork and knife to cut off small pieces.

q. Soup

(1) Sip with your soup spoon as you would bouillon.

(2) Eat crackers with your soup. Never crush or break them and drop the pieces into the bowl.

(3) Croutons and oyster crackers may be dropped in, a few at a time.

4. Accessory table techniques

a. Before starting to eat, say grace and unfold your napkin to one-half size and spread it across your lap. Use it correctly to absorb grease or moisture around your mouth after you have eaten or taken a sip of water

b. After you have unfolded your napkin, watch your hostess. Always wait until she begins to eat before you start.

c. Keep your hands in your lap when not in use. Playing with the silverware and thumbing your fingers on the table are childish behavior.

d. Never talk or drink with food in your mouth.

e. Never scratch your head.

f. Never continue too long after others have stopped eating.

g. Never sniff suspiciously at unfamiliar foods.

h. Never tip back in your chair.

i. Never monopolize the conversation or sit in gloomy silence.

j. Never sprawl your legs out far enough under the table to encroach upon the territory of others.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Demonstrate to the class the right and the wrong way to act at the table.

2. Dramatize a dinner party in the classroom, using dishes from the school lunchroom.

3. Make a list of all the violations of good table manners which you have observed at the school cafeteria.

4. Set a table in the most artistic form you can, and let the class ask questions or criticize it.

5. Bring to class a complete set of silver for an informal dinner, and tell how each piece is used.

6. Through group discussion, have the class decide the answers to the following questions:

    a. If you are not sure which of several forks to use, how wise is it for you to delay picking up one in order to see what others do?

    b. Whom should you imitate in order to be sure of a correct model?

    c. Should you imitate the hostess even if she breaks the rules of etiquette herself?

d. How much responsibility does each person have for keeping up and directing the conversation?

e. Should you smack your lips to show that you enjoy the food?

f. When is a second helping in order, and how should you manage your plate and silver in getting it?

g. Should you finish your meal at the same time as others do?

7. Have each member of the class discreetly observe guests at hotels or restaurants and report on the good and bad table manners they observed.

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VISUAL AID:

GOOD TABLE MANNERS, Coronet

TABLE SETTING, McGraw Hill

HOW DO I SHOW GOOD MANNERS WHEN DINING OUT?

OBJECTIVES OF PROJECT:

1. To teach students what to do on entering and being seated in a public eating place.
2. To teach them how to order food and when to rise at the table.
3. To instruct them on how to pay the check and leave a public dining room.

The same fundamental techniques for the table hold for dining in hotels and restaurants as for dining at home, at school, or at the home of a friend. If the students know how to handle their silverware and deal with specific foods, they should have little difficulty with the dinner itself. There are, however, a few items about checking wraps, finding a table, ordering from the menu, and paying the check that they must know.

DATA FOR DISCUSSION:

1. Entering the dining room and being seated

    a. A boy removes his hat and coat as soon as he enters and has them checked if such a service is available. If not, he carries them into the dining room and hangs them on a rack near his table.

    b. On entering the dining room, hesitate until the headwaiter (or a hostess) approaches. His query, "How many?" is answered by whoever is host or hostess of your party. If you are a party of two, the boy responds.

    c. When a girl and a boy are together, the girl follows the headwaiter, who should seat her and help her remove her coat. If he neglects these courtesies, her companion should perform them. Although a boy usually sits opposite his date, he may choose the seat to her left if he prefers.

    d. When no headwaiter is present, the boy leads the way to a table, offers the girl a seat facing the most attractive view, and helps her with her coat--laying it back over her chair, placing it on an extra chair, or hanging it on a nearby rack.

e. When two couples are together, the boys follow the girls to the table if a waiter leads the way. One of the boys should seat the girl who is not assisted by the waiter and take care of her coat. The girls will sit on opposite sides of the table, with boys to their left. In a booth, however, both boys sit on the outside.

f. In a group of two girls and a boy, the boy sits between the girls. When a girl is with two boys, she sits between them.

g. A girl should remove her gloves as soon as she sits down at the table and before she arranges her napkin. She may place her gloves, purse, package, book, or magazine on her lap, on any empty chair, or even on the floor--but never on the table. Neither should she leave a compact or a handkerchief on the table.

2. Ordering from the menu

a. If the waiter fails to hand a menu to each person, the boy should hand the girl hers.

b. All menus may be divided into two types: "table d'hote" and "a la carte." When you order table d'hote, you are given a limited choice within each course and are charged a fixed price for the whole meal. A la carte is a more expensive way to order a full meal because you not only choose your meal dish by dish, but pay for it that way.

c. Before the waiter returns to take the order, the boy should ask the girl what she would like to have. Although he may suggest an item within his budget that he thinks would appeal to her or knows to be a specialty of the restaurant, she need not take his suggestion.

d. Good manners prohibit the girl from ordering something that costs more than her friend can afford. If the girl does not know what her escort can afford, she can avoid straining his wallet by asking what he is having and then ordering food that is no more expensive.

e. The boy should give the girl's order first. During the process, he may quietly ask the waiter about any term on the menu that they do not understand, but the girl should talk to the waiter only if she is asked a question.

f. Usually all requests addressed to the waiter during the meal are made by the boy. He will signal his waiter with a slight motion of his head or hand if he can catch his eye.

g. Girls or boys who are eating together but paying separately for their food should order separately. When ordering, one of them should tell the waiter that they will want individual checks.

h. A dropped napkin or piece of silver should be left on the floor and the waiter asked to replace it.

i. Never put cigarette ashes or stubs on plates or in cups. Ask for an ash tray if none has been furnished.

3. When to rise

a. When a woman or a girl stops at his table, a boy should always rise, lay his napkin beside his plate, and remain standing as long as she does, even though she tells him to sit down. However, if she is likely to stay for a few minutes, he should offer her a seat.

b. A boy must also rise if his date leaves the table during a meal. When she returns, he should rise again and reseat her.

c. Although a girl should never continue to eat while anyone is standing at her table, she usually rises only for a much older woman.

4. Paying the check

a. If a boy is uncertain where he is to pay the check, he may ask the waiter.

b. If he is to pay at the table, he places the money with his check on the tray or plate that the waiter provides.

c. A guest never looks at the check; however, the one paying it may verify the total but should not make a display of doing so.

d. When the change is returned on the tray, a suitable amount of money should be left on the tray for a tip. In theory, 15 percent of the total check is a correct tip. However, the amount does vary according to the place, the occasion, and the rise and fall of prices. By settling the bill, the boy signals that he is ready to leave.

e. When the check is to be paid at the cashier's desk, the girl generally makes the first move to rise. The waiter should be on hand to help her with her coat, to pull back her chair, and to replace it. If he is not available, the boy performs these duties.

f. If a girl's gloves drop from her lap as she rises, her escort picks them up.

g. The boy allows the girl to precede him as they leave the dining room. If his coat and hat have been checked, he reclaims them with no less than a 25- to 50-cent tip.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Demonstrate the correct way for a young man and girl to come into a public dining room, order, eat, pay, and leave.

2. Borrow menus from a dozen or more eating places, and compare the way they are organized.

3. Translate the French items on a few menus.

4. Make a blackboard list of all the social errors the class has observed at public eating places.

5. Through group discussions, have the class decide the answers to the following questions:

   a. Who should give the order and how?

   b. How should you help your friend who hasn't eaten out much and who isn't familiar with the procedure?

   c. When is it appropriate to converse with the waiter or waitress?

   d. How can you get attention and service without being conspicuous?

   e. When is it appropriate to ask what some not-understood item on the menu is?

   f. When and how much should you tip?

   g. What should you do when there is something wrong with your food or dishes?

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VISUAL AIDS:

TABLE MANNERS, Coronet

TABLE TALK, McGraw-Hill

WHAT ARE SOME SOCIAL CONVENTIONS I NEED TO FOLLOW IN PUBLIC PLACES?

OBJECTIVES OF PROJECT:

1. To teach students the principles of good manners and courtesy on the street, in public conveyances, in the theater or movies, in church, and in stores.

2. To impress upon students the importance of being as inconspicuous as possible in public.

A person's genuine courtesy and consideration of others are nowhere more noticeable than in public places. Students have to learn that the success of their public appearances depends upon their ability to pass unnoticed. They need to learn that conspicuous manners are bad manners.

DATA FOR DISCUSSION:

1. On the street

   a. When a boy is walking with a girl, he belongs on the outside.

   b. A boy who is with two girls also belongs on the outside, although it is not wrong for him to walk between the girls.

   c. If a girl is with two boys, they should walk on either side of her.

   d. If someone with you stops to speak with a friend, you are supposed to walk on slowly. Your companion will rejoin you quickly or call you back for an introduction.

   e. When a girl and a boy meet, the girl should be the first to say "hello." A boy should never attempt to detain a girl on the street when she indicates she wants to be on her way.

   f. On the street, a boy lifts his hat in the following situations: when greeting girls, women, or much older men; when a person with him greets someone; when speaking to a stranger; when leaving a girl or a woman with whom he has been; and when extending or accepting a courtesy or an apology.

g. A boy removes his hat completely when he enters a church, a movie or theater lobby, an elevator in a hotel, club, or apartment house, and a home or room where girls or women are present; while he is standing on the street talking to a girl or a woman; when the American flag goes by; and while the national anthem or his school song is being played or sung.

h. A boy should guide a girl across a busy street by putting his hand under her elbow or by offering her his arm.

i. A boy should hold an umbrella for the girl he is with when it is raining. He should pick up her dropped packages.

j. Boys and girls should not hold hands in public nor show any display of affection.

2. In a public conveyance

a. A girl precedes a boy when they enter a bus, a train, a streetcar, or a subway together. The boy precedes the girl and helps her in getting off these vehicles.

b. On a date, the boy pays the fare and makes any inquiries about transfers, routes, and destinations. While he is doing this, the girl may stand aside to wait for him.

c. A girl should enter a taxicab first, but her escort gives their destination to the cab driver even if he has to ask her what it is to be. He gets out first to help her.

d. On a public conveyance, avoid poking or tripping people with your umbrella, stepping on their feet, taking up more space with your packages than is needed, or unnecessarily blocking the aisle.

e. A thoughtful person does not smoke in a public conveyance unless he is sure that smoking is permitted and that no one is being annoyed.

f. It is not good taste to talk loudly or to mention other people's names.

g. Offer your seat on a public conveyance to anyone you feel may need it more than you do. For instance, a girl should offer her seat to a much older person, a cripple, or a woman who has a child with her; a boy should get up for a girl, a woman, an elderly man, or a cripple.

h. If a girl is offered a seat, she should accept it with a pleasant word of thanks unless she is getting off soon. Then a more considerate answer would be, "Thank you, but I'm getting off soon."

3. In the theater

a. If there is an usher, he leads the way to a seat. The girl follows the usher and is in turn followed by her escort.

b. If there is no usher, the boy goes first, locates seats, then steps aside to let the girl enter the row first.

c. When accompanied by an escort, the girl never takes an aisle seat.

d. Coats should be removed before you enter the theater or slipped from the shoulders after you are seated.

e. Avoid all those things that may annoy others, such as whispering, talking, giggling, eating, chewing gum, rattling programs, fidgeting, habitually clearing your throat, coughing, or resting your feet on the seat in front of you.

f. Boys should not sit in a slouched position resting their neck on the back of the seat.

g. Do not stick your feet under the seat in front of you to the extent that people are in danger of stumbling over them.

h. During a stage performance, do not applaud in such a way as to make others stare at you curiously.

i. It is rude to leave a stage performance before the final curtain.

j. Avoid giving wisecrack answers to a screen line.

k. Don't pile your coat and hat on the seat beside you if the theater is crowded.

4. In church

a. Be in your seat before the appointed hour for the service.

b. A boy should remove his hat as soon as he enters, but girls should leave their hats on.

c. Take part in the service with sympathy and interest. Inattention, irreverence, or any form of disturbance is unpardonable.

5. In stores

   a. Do not handle fragile and perishable goods.

   b. Don't have the clerk bring out everything for you to see and then decide to "think it over," without so much as a "thank you."

   c. Never waylay your friends in the aisles of stores for prolonged chats.

   d. Unless the elevator is crowded, boys wait for girls to leave first. It is not necessary for boys to remove their hats in a store or a public-building elevator.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have several members of the class describe the crudeness which someone displayed that annoyed them either on the street, in a public conveyance, in the theater, in church, or in a store.

2. List the most common social errors mentioned by the students and do a skit to show the right and wrong way to meet most of the situations named.

3. Mention a form of bad manners exhibited by a member of the class without mentioning his name and have the students suggest what should be done to correct it.

4. Through group discussion, have the class decide the answers to the following questions:

   a. How necessary should it be for you to give up your fun in order to behave properly?

   b. When, if ever, should you change from your "rough and ready" to your "dainty" manners?

   c. When should you use bad manners to show that you are a "good fellow?"

   d. How can you be well mannered without being thought a "sissy?"

5. Have the members of the class observe people that they think are well mannered and report on why they hold this opinion.

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VISUAL AIDS:

MIND YOUR MANNERS, Coronet

PUBLIC APPEARANCE, McGraw-Hill

SOCIAL COURTESY, Coronet

THE FUN OF BEING THOUGHTFUL, Coronet

WHAT SOCIAL CONVENTIONS DO I FOLLOW WHEN TRAVELING

OBJECTIVES OF PROJECT:

1. To teach students some simple rules of courtesy in connection with the various modes of travel.

2. To develop the social poise that comes with knowing the correct thing to do.

Few of our students will have an opportunity to use immediately every mode of travel mentioned in this project. They should, however, be exposed to the social conventions in connection with them.

DATA FOR DISCUSSION:

1. Travel by car

    a. If you are a passenger in a private car, don't tire your host with too much talk unless you are sure he wants to be talked to.

    b. Don't roll the windows down without some thought about the comfort of the other people in the car.

    c. If you are on a long trip, some consideration of the expenses might be in order. When the tank is being filled with a fresh supply of gasoline or when the party stops for lunch, there might be an opportunity to show your appreciation.

    d. Above all, be ready when your friend calls for you.

    e. As a passenger, you have an obligation to accede gracefully to the choice of the owner in stopping for meals or overnight.

2. Travel by bus

    a. Your room for luggage is small and you should plan your trip with as few pieces as possible.

    b. If you are on a long trip, you will have rest stops every two or three hours; you are entitled to the seat you left when you return to the car.

    c. The new passengers at each stop must take such seats as are left after the through-passengers have been seated.

d. As in a private automobile, you will have to be careful that your craving for ventilation doesn't send some other passengers to bed with a cold.

3. Travel by train

a. If your train does not have reserved-seat coaches, let the redcap take your luggage and find a seat for you. If you can't afford to tip the redcap, you should carry your own luggage.

b. If you have a pullman or sleeping car reservation, the pullman porter will arrange your luggage for you, supply you with a paper hat bag, bring you a pillow, and attend to your comfort. At night, he will make up your berth. If yours is the upper berth, he will bring a ladder for your convenience.

c. If your pullman reservation is for a lower berth, you are entitled to the seat that faces forward; if you have the upper one, your seat faces backward.

d. In the dining car you are at liberty to take any unoccupied seat to which the steward shows you. A pleasant "good morning" or "good evening" to the strangers at the table is all that good practice requires. You don't have to display your conversational wares. Again a tip is required, somewhat larger than in a restaurant or hotel dining room.

4. Travel by plane

a. Your luggage should be reasonably light. If you plan to be on the plane overnight, you will want to carry the essential toilet articles with you in a handbag or brief case.

b. You need not pay for your meals on most flights, except domestic tourist or aircoach flights. Your timetable will show whether a meal is to be served if you need the information for planning.

c. The stewardess will look after your needs and comfort. Airline personnel are not tipped for their services. The only exception is the sky-cap who handles your luggage. Tipping is not required here, but is expected.

5. Hotel accommodations

a. When you have accommodations at a hotel, you first register and obtain the key to your room.

b. Don't hestitate to ask the room clerk or the bellboys for information and services. Of course, you must tip for the services received.

c. Lock your door when you leave your room. It is not necessary to leave the key at the desk when you go down to the lobby or the dining room. But if you leave the hotel, your key should be returned to the desk.

d. Keep the room clerk informed of your plans if you are in a city where you have acquaintances who may call you.

e. If you are paged or if you ask a bellboy to run an errand for you, a small tip is expected.

f. When you call on a friend at a hotel, never go directly to the individual's room without calling on the phone, either from the lobby of the hotel or from your home.

g. Be considerate of other guests of the hotel. If you are on a class trip, remember that your actions may bring discredit to your school.

h. Your bill will not include towels; if you must have momentos, confine your choice to the hotel soap, stationery, and match folders.

i. A gentleman removes his hat in the elevator of a hotel, apartment, or club, and does not smoke while in the elevator.

j. Shortly before you are ready to leave, you should telephone the desk and ask that your bill be prepared and that a boy be sent up for your luggage. In many auto courts and tourist homes, it is customary to pay when you register, especially if you plan to leave early in the morning.

6. Tipping

a. General rules

(1) When a definite bill is involved, such as a restaurant check, a hairdresser's bill, or taxi fare, the usual tip is 15 percent plus. If the service is particularly good or you have required special service, you are expected to increase your tip.

(2) If no definite bill is involved, as, for instance, when a redcap carries your bags or a bellboy delivers a telegram, then you tip in proportion to the amount of service rendered.

b. Exceptions or clarifications to general rules

(1) If a waiter has served more than one person, his tip would be at least 15 or 20 cents per person on a small check. On a large check, if 15 percent would be more than $2.00, then the tip could be reduced to 10 percent. If you pay the waiter directly and he returns the change on a little tray, then you leave the tip on that. If you pay the cashier yourself, then you leave the tip on the table inconspicuously under the edge of your plate.

(2) A hairdresser's or barber's tip runs about a quarter for one service or 15 percent for a larger bill, but you need not tip at all if the person who has served you is the owner or manager of the place.

(3) A taxi driver expects 15 percent for a long trip, but more in proportion for short runs. He expects nothing less than a total of fifty cents (fare plus tip) no matter how short the trip.

(4) A bellboy or porter who carries your bags and escorts you to your hotel room or helps you when you check out, gets 25 cents as a minimum and more in proportion to the amount of luggage he takes care of. If he brings a telegram, special-delivery letter, or package to your room, the tip is 15 or 25 cents.

(5) The tipping of hotel employees is somewhat in proportion to the general level of cost in the hotel. The doorman at the hotel looks for a tip of 25 cents if he calls a cab for you, and for more if he lets you leave your car near the entrance for a short time or takes care of having it garaged for you.

(6) The expected tip from a man for checking his hat and coat varies somewhat also with the cost level of the restaurant. Twenty-five cents covers practically any checkroom, but you might give 15 cents for a hat only or at a less expensive place.

(7) Attendants in both men's and women's washrooms get 15 or 25 cents for a towel, a quick brush, and maybe a spot of hand lotion.

(8) A pullman porter expects 50 cents to a dollar for an overnight trip.

(9) The maid who takes care of your room in a commercial hotel frequently is not tipped if you are there for a very short stay, but if you are there for four or five days, you would probably give her a dollar. At resort hotels it is customary to tip the maids when you leave, and the expected amount is at the rate of approximately 50 cents per day.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Get timetables from several lines and explain how to read and interpret them.

2. Bring travel maps and schedules to class. Compare advantages of different methods of travel.

3. Stage a conversation between an inexperienced and an experienced traveler to answer most of the inexperienced individual's questions and to calm his fears and worries about his trip.

4. Plan an imaginary trip for a summer vacation with a total of 300 dollars to spend, and see who can get the most travel per dollar.

5. Explain ways of carrying money safely.

6. Bring travelers' checks and bank drafts to class and compare them.

7. Compare the different ways of tipping.

8. Ask a person who has taken a recent trip to give the class some helpful hints.

9. Have the class decide through discussion the answers to the following questions:

   a. How far ahead should plans for a trip be made?

   b. What are the problems on ship or plane travel that are not faced on a train?

   c. How can you "travel light" and still keep clean, look well, and be comfortable?

   d. How can you be sure you will not lose your baggage?

e. How should you deal with bellboys and porters?

f. How can you best pass the time during a trip?

g. How wise is it for you to get into conversation with fellow travelers?

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VISUAL AID:

AWAY FROM HOME, McGraw-Hill

WHAT ETIQUETTE DO I OBSERVE IN SOCIAL CORRESPONDENCE ?

OBJECTIVES OF PROJECT:

1. To teach students the rules of etiquette for writing the various types of social correspondence.

2. To give students some practice in writing social correspondence.

Students are going to have to write letters all their life--many of them. Knowing the correct form for correspondence will help them do it with a great deal more confidence and perhaps even enjoy doing it.

DATA FOR DISCUSSION:

1. In general

   a. Social correspondence includes letters to your friends, bread-and-butter letters, thank-you letters, invitations and announcements, messages of congratulation and of sympathy, and notes of acceptance and of regret. Each one will have a different message to convey. What you will say will depend on the person to whom you are writing.

   b. Every letter should begin with the main idea--why you are writing.

   c. Watch your spelling and grammar.

   d. Make your handwriting legible.

   e. If you have made mistakes, rewrite your letter rather than send it with marked-out words and marked-in margins.

   f. Informal friendly letters and all other kinds of social correspondence--including invitations, notes of sympathy, and their replies-- are usually handwritten.

   g. Blue, blue-black, or black ink only should be used.

   h. Choose writing paper that will prove your good taste. Highly colored, overdecorated, or ruled paper should never be used. Very pale shades may be used. White is always right.

   i. Girls may use either single sheets or four-page folders.

j. Boys should select large, "man-sized" single sheets that are plain, fairly heavy, and of good quality. Grey and cream are acceptable, but white is always correct for masculine stationery.

k. Brief note sheets (2 3/4 by 3 1/4 inches or 2 5/8 by 3 5/8 inches) and correspondence cards are often convenient for thank-you notes, congratulatory notes, and informal invitations. They are also suitable for answers to all invitations that have not been written in the third person.

l. In social letters the day or date may be written either at the top on the right-hand side or at the close on the left-hand side.

m. The usual salutations are "Dear ___" and "My dear ___," followed by a comma. "Dear Friend" is not considered to be in good taste.

n. Closing a formal social note with "Sincerely yours" is always correct. "Cordially yours" is somewhat less formal, being considered midway between "Sincerely yours" and "Affectionately" in the degree of warmth expressed.

o. For more intimate letters you might consider "As ever," "Affectionately," "With love," "Lovingly," and "Love to you" when they express your feelings.

p. The paper should always be folded neatly and to fit the matching envelope. Then it should be inserted with the salutation facing the back of the envelope so that when envelope and paper are opened, the message can be read without having to turn the paper around.

q. You may use either the block or the slant form when you address an envelope, although the block form is preferred.

r. You may put "Please Forward" in the lower left-hand corner of an envelope whenever necessary, but "Personal" and "Important" are not correct.

s. For an air mail letter you should either use a regular air-mail envelope or add a gummed air-mail label. If you have neither, write the words "Air Mail" at the top of the envelope. "Special Delivery" should also be centered above the address.

t. Postage should be prepaid fully, of course, on all letters.

u. The person who goes away--whether a girl or a boy--should be the first to write.

v. It is generally best to wait several days or a week before answering a letter. Too frequent an exchange is likely to become work when it should be fun.

w. Of course, you should reply immediately to all invitations and questions or requests about pressing matters. Prompt acknowledgment of gifts and favors is also essential if you are to show real appreciation.

x. You should never mail letters written in an angry or overly romantic mood or letters that you would not like others to read. Write them if you must--then destroy them.

y. The termination of any correspondence should be a more or less mutual step, but a tactful girl will not try to prolong a correspondence with a boy after he has lost interest.

z. Don't be stilted in your style or insincere in your choice of words. Use your usual vocabulary, your usual way of saying things, as well as your usual tact and sincerity.

2. The friendly letter

a. Put down on paper what you would say if you were talking to the person.

b. Don't attempt to write when you are down in the dumps, because readers can read between the lines.

c. In friendly correspondence between a boy and a girl, the boy takes the initiative both in starting the correspondence and in continuing it.

3. The thank-you letter

You are expected to write a thank-you note after you have been a guest overnight, after you have received a gift or remembrance of any kind from a friend whom you may not have had the opportunity to thank in person, or after anyone has shown you any particular courtesy.

4. Invitations

a. You are expected to reply at once to the following invitations:

(1) Any invitation where the number of guests is a consideration, such as a dinner or a buffet supper.

(2) Any invitation that "requests the pleasure (or honor) of your company."

(3) Any invitation that indicates a reply is wanted by including "R. S. V. P." on it.

b. The answer to an invitation follows the form of the invitation; that is, an engraved or written invitation requires a written answer that is worded formally or informally depending upon the invitation; a telephoned invitation receives a telephoned reply, etc.

5. Informal invitations

a. Informal, friendly invitations are usually written in a style similar to that of the friendly note. Notepaper or a visiting card may be used.

b. The written informal luncheon or dinner invitation should be sent out a week to two weeks ahead of the date of the function. It should indicate clearly the time of the function.

c. The reply to an informal written invitation should be made at once in writing and should follow, in general, the style of the invitation.

6. Formal invitations

Custom demands that a particular form be followed in formal invitations and replies, as to both materials used and wording. Formal invitations are expressed in and must be replied to in the third person.

7. Messages for special occasions

a. Any note of condolence should be written on plain white paper in one's own handwriting. A short, simple note with an offer to be of assistance is received with appreciation.

b. On the occasion of an engagement, a wedding, graduation, or the receipt of some special recognition, short, sincere, handwritten notes of congratulation to one's friends are to be preferred to the printed card.

c. In the case of wedding congratulations, remember that the groom receives "congratulations" and the bride "best wishes."

d. Greeting cards for special occasions like Christmas, birthdays, Easter, or Valentine's Day should express the good wishes of the sender.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Show the class some actual social correspondence--thank-you notes, invitations and replies, friendly letters, etc. --which you think are good models to imitate.

2. Have the students write a formal and an informal invitation and get the class criticism of them.

3. Write an answer to an invitation and show it to the class for criticism.

4. Plan an invitation which your class would send if it were giving a party for the principal and the faculty.

5. Have group discussions to determine the answers to the following questions:

   a. When is a formal invitation preferable?

   b. When is an invitation by telephone in good taste and when must it be written?

   c. How rigidly should the form of the invitation affect the form of the answer?

   d. What kind of paper should you use?

   e. What facts or information must be included in an invitation and what may be taken for granted?

   f. How long beforehand should invitations be sent?

   g. How promptly should replies be made?

6. Have each student write a thank-you note and have the class criticize them without identifying the authors.

7. Ask the students to observe the invitations and thank-you notes that they receive.

8. Have one student interview someone who entertains a great deal and inquire about the kinds of invitations sent and the answers received. Ask the student to report his findings to the class.

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WHAT ARE GOOD TELEPHONE MANNERS?

OBJECTIVES OF PROJECT:

1. To teach good telephone techniques.

2. To help students to be thoughtful of others in the use of the telephone.

With the rise of the telephone to its present place of importance in communication have come points of courtesy that should be respected and taught to all students.

DATA FOR DISCUSSION:

In showing courtesy over the telephone, the following principles should be observed:

1. Identify yourself and make it clear whom you wish to speak to.

2. Don't be coy. Never begin with "Guess who this is?" or with an inquisitive "Who is this?" or "What number is this?"

3. In answering the telephone, a friendly "Hello" is sufficient. Never say "Whadda you want?" or "Who is it?"

4. If the call is for someone who is not available at the moment, do not say, "He's not here" and make no further explanation. That puts the person who is calling under the embarrassment of making further inquiry by asking when he will be in. Say instead, "He is out to dinner" or "He has just stepped out, but I expect him back in a moment. May I have him call you?"

5. If a boy wishes to ask a girl out over the telephone, he should use the direct approach and not "What're you doing tonight?" For example, he could tell her that he has two tickets for a game, or ask her if she would like to go to a movie Friday night, or bowling, or roller skating.

6. If the invitation is for a dance or a prom, girls like to be called well in advance. If a girl insists on being vague in her answer, give her a deadline. Tell her she must make up her mind by a certain night, call up then, and get the answer.

7. A girl should not call a boy. Of course, if there's a party, a club meeting, a committee gathering, or something like that to discuss, that's legitimate and a girl can feel free to call.

8. Some boys don't object to a girl's calling up just for the fun of it after they've been going around together for a while. In fact they like it. But a girl shouldn't overdo it. She'll get to be a nuisance.

9. Don't monopolize the phone. Remember that there are others in the house who may want to use it, or others who may be trying to reach someone at your end of the line.

10. Don't call people at meal time or late at night unless the call is absolutely necessary.

11. The person who calls should be the one to end the conversation. Always close a call by saying"Good-bye." Some such tidbit as "bye-bye" or "ta-ta" can be endured only from those under three.

12. Don't visit over the telephone unless you are sure your visit is going to be enjoyed at the other end of the line.

13. Calls during business hours should be held to a minimum, and one should never hold an extended social conversation over a business telephone. For the person in business to make long calls is to steal time that does not belong to him.

14. For an outsider to call a friend at business is a source of embarrassment to the business person, who probably is literally busy.

15. If the call itself is a courtesy to ask how you are feeling or some member of the family, some such remark as "Thank you for calling" shows your appreciation.

16. Remember, in answering or speaking over the telephone, your voice and manner are all important.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Contact the telephone company and make arrangements to have the tele-trainer equipment sent to the school.

2. Dramatize correct and incorrect ways of calling on the telephone.

3. Dramatize correct and incorrect ways of answering the telephone.

4. Use some of the skit material that the telephone company sends with the tele-trainer equipment to illustrate correct telephone techniques.

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VISUAL AIDS:

A MANNER OF SPEAKING, New Jersey Bell Telephone Company

FOR IMMEDIATE ACTION, New Jersey Bell Telephone Company

PARTY LINES, New Jersey Bell Telephone Company

THE VOICE OF YOUR BUSINESS, New Jersey Bell Telephone Company

THE VOICE WITH A SMILE WINS, New Jersey Bell Telephone Company

WHAT IS DANCE ETIQUETTE?

OBJECTIVES OF PROJECT:

1. To present the students with a picture as a whole of social practices that are an integral part of dance etiquette.

2. To enable the students to feel socially at ease and secure at dances.

Too often, the teenager who knows how to dance does not have any conception of what constitutes socially acceptable behavior at a dance. The student who acquires courteous and gracious manners through dance etiquette is at ease in any social situation and particularly in the field of dancing, which plays so large a part in the recreational activities of the average teenager.

DATA FOR DISCUSSION:

1. Before the dance

   a. A boy should ask a girl about ten days ahead of the dance date. He may invite her by telephone or in person. If she accepts, he should tell her the type of dance it is to be and, if possible, mention the names of some of her friends who are going.

   b. A girl may ask a boy to go to her club affair or to a friend's party whether she has ever had a date with him or not, provided she has known him in school or has been introduced to him. But she should not ask the same boy to a second party unless he has asked her for a date in the meantime.

   c. A sports dance calls for casual or school clothes; an informal dance, for more dressy clothes--suits and afternoon dresses. To a spring prom, a dress-up affair, girls should wear formals; boys should wear their spring suits, light trousers with dark coats, tuxedo trousers with dinner coats, or tuxedos themselves. At no dance should a boy dance coatless.

   d. For dances to which the girls wear formals, boys usually send flowers to their dates. A thoughtful boy will ask what color dress she is going to wear before he orders her flowers. Some boys like to give the flowers to the girl when they call for her. Others prefer to have them delivered a short time before so that she will have time in which to adjust them.

e. If a girl decides to wear her flowers on her shoulder, they should be arranged with the stems down, the way they grow. Although ordinarily corsages belong on the left shoulder, at dances they should be worn on the right to prevent crushing. If a girl wishes to wear her flowers on her evening wrap or carry them in their box until she reaches the dance, she may do so, transferring them to her dress in the powder room. Needless to say, she should thank her escort for them during the early part of the evening.

f. On his arrival at a girl's house, a boy should ask for her unless she opens the door herself. His time of arrival should have been planned to give him a few minutes to talk with her parents before leaving for the dance.

g. If they drive to the dance, the boy should leave the girl at the door before parking his car. This gives her an opportunity to go directly to the dressing room to remove her wraps unless the dance is being held in a hotel or other public places. If this is the case, the girl will wait in the lobby until her date returns, and he will probably check their wraps together unless there are separate checking rooms for men and women.

2. At the dance

a. A boy dances with his date the first and last dances and the one following the intermission.

b. The boy consults with his date before trading dances, sees that she has a partner for each dance and is never stranded between dances, and stays with her during the intermission and at refreshment time.

c. At a private party a boy is expected to dance at least once with his hostess and with the guest of honor. At a club or school dance, he should ask one or two of the chaperones to dance. If they do not dance, he and his date might sit one out talking with them or bringing them some refreshments.

d. At any dance a boy is supposed to dance with any girl to whom he is introduced if she is free at the time and if he does not already have the dance promised.

e. A boy may ask for a dance by saying, "May I have this dance?" "Will you dance this with me?" "Dance with me?" or simply "Dance?" But no girl wants to be asked, "Have you this dance?" "Is this dance taken?" for "Do you want to dance?"

If a boy would like to dance with a girl who is sitting with her date, it is quite all right for him to ask her. He need not ask the other boy's permission.

f. When a girl is tired or for some other reason does not care to dance, she may ask, "Would you mind sitting this one out?" The polite thing for the boy to do is to agree to the suggestion without protest. To a boy who seems to object, though, her most tactful reply would be, "Oh, it really doesn't matter. Let's dance."

g. If a girl does not care to dance with a certain boy who asks her, she may refuse his invitation with "I'd rather not dance this one." Such an answer prohibits her from dancing the number with anyone else, but she is free again the following dance to do as she pleases.

h. A girl may suggest while dancing that they stop for some punch or to rest, but it is considered rude for a boy to do so. No matter how poor a dancer she may be, he must somehow manage to remain on the floor until the music stops. Custom decrees that the boy take the blame for all mistakes on the dance floor.

i. Smoking on a dance floor is rude and dangerous. Chewing gum, humming, singing with the music, and dancing with your eyes closed are also unattractive habits. Monopolizing a section of the floor is selfish and doing fancy steps on crowded floors advertises your desire to show off.

j. Holding a girl too closely makes it difficult for her to follow well. She should try to pull away gently. If her partner doesn't take the hint, she might say, "I could dance better if you'd give me a little more room."

k. When her partner has thanked her for the dance at the end of a number, she should nod and smile to tell him, "I enjoyed it, too."

l. Whether she leads the way off the floor or walks beside him on his right depends upon how crowded the floor is. But he should always take her back to her friends, her date, or a chaperone or find a chair for her. She should never be left in the middle of the floor or standing alone.

m. If a boy becomes badly stuck with a girl, he can often guide her to her escort or introduce her to someone. If neither is possible, he should keep on dancing with her or sit and talk with her. But whatever they may do, he will be rescued more quickly if they seem to be having a good time.

3. After the dance

   a. After the boy and the girl that he brought to the party have had their last dance together, he should walk over toward the powder room with her. Then he should go quickly for his own things so that he can meet her as she comes out.

   b. In their "good nights" to the hostess or dance committee, they should remark on what a wonderful dance it was.

   c. The girl should not go with her escort to get the car. She should wait at the door until he brings it around. Then they will probably go on for something to eat.

   d. At the close of the evening she should thank her date for having taken her to the dance and she should tell him how much she enjoyed it.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Clear a few square feet of the classroom floor, and let two couples demonstrate correct ways of asking for a dance, of dancing, and of choosing partners for the next dance.

2. Invite the dancing teacher or the gym teacher to show the class proper dance behavior and etiquette.

3. List the forms of behavior sometimes seen at dances that should be avoided.

4. Criticize the last school dance and make plans for improving the next one.

5. Arrange opportunities for class members to learn to dance.

6. Have the class decide through discussion the answers to the following questions:

   a. How important is it for you to be a good dancer?

   b. How different should your behavior be at a formal and at an informal dance?

   c. How should you show your disapproval of misconduct by other couples?

   d. When is it in good taste to go to a dance without a partner?

e. When and how should you "cut in" on someone else?

f. Should you ever refuse to allow someone to "cut in"?

g. How should you ask for, accept, or refuse a dance?

h. How can you tactfully get rid of a bothersome person?

i. Should you go to public dance halls?

j. How much extra attention should you show to the person with whom you come?

k. How can you avoid being left with an unpopular person for a long time?

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VISUAL AIDS:

DATE ETIQUETTE, Coronet

HIGH SCHOOL PROM, Coronet

WHAT TO DO ON A DATE, Coronet

WHAT QUALITIES DO BOYS LIKE IN A DATE?

OBJECTIVES OF PROJECT:

1. To assist students to be good company on dates and to broaden and deepen their understanding of people.

2. To help students take stock of their own personalities.

Success and happiness depend to a considerable degree on the ability to get along with people. Mastering the ABC's of boy-and-girl association in the high school period helps students to deal successfully with the courtship problems that follow.

DATA FOR DISCUSSION:

Several hundred high school young people were asked the qualities they liked best in their dates. Their summarized answers follow:

A boy likes a girl for a date who . . .

1. Is a lot of fun, lively, and enters into things.
2. Is neat in appearance and shows good taste in clothes.
3. Is good looking and has a good figure.
4. Is a good conversationalist.
5. Is easy to get along with.

(These are the five qualities that the boys counted tops on the list.)

6. Can dance.
7. Is ready when he comes for the date.
8. Enjoys the things that he likes to do.
9. Takes an interest in him and does not talk about how cute the other fellows are.
10. Acts her age.
11. Has charm.

12. Is a good sport.

13. Has a sense of humor.

14. Has good manners.

15. Knows how to act to fit the occasion.

16. Does not smoke or drink.

17. Is liked by other boys.

18. Has a variety of interests.

19. Does not always talk about herself.

20. Is not too loud.

21. Likes sports.

22. Considers his finances.

23. Is well liked by other girls.

24. Is not too sophisticated.

25. Does not talk all the time.

26. Knows how to use make-up properly.

27. Can be jolly but is not silly.

28. Does not flirt with other boys at a dance.

29. Is not always worrying about how she looks.

30. Does not correct his grammar.

31. Is not "mamma's baby."

32. Is not a "wolfess."

33. Makes him feel that he is somebody.

34. Has a pleasant smile.

35. Does not break a date at the last minute.

36. Is just simple and sweet.

37. Acts as if she is human, not a goddess.

No girl need try to be all the above things all the time; but few girls should be indifferent to such opinions expressed by boys or refuse to give the list a second or a third glance and then to take stock of their own personalities. They might find answers to such questions as these: Why don't I get more dates? How can I keep him coming back?

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the students make a list of the personality traits that they like best in people of their own age and sex, as well as the opposite sex. Compare the lists with the one under DATA FOR DISCUSSION.

2. Ask the class to tell of some things that they most dislike in people of their own age and sex and in people of their own age but of the opposite sex. Jot these down on the board as they are mentioned.

3. Through group discussion, have the class decide the answers to the following questions:

   a. How much attention should you give to cleanliness, grooming, and dress as contrasted with courtesy, manners, and interest in the other's problems?

   b. How wise are you in pretending interest which you do not have because your friend has these interests?

   c. To what extent should you "be yourself" whether your friend likes you that way or not?

   d. How much weight should you give to the preferences which your friend expresses about your clothes, hair style, and such?

   e. How wise is it to practice being a good companion for your brother or sister as preparation for being an ideal girl friend?

   f. Should you show your friend how much you like him?

   g. Who should do the choosing?

   h. Is it wise to try to make your friend jealous?

   i. Can you force someone to like you?

   j. Should you grieve over someone who doesn't care for you?

   k. How can you get practice in getting along with members of the opposite sex?

4. Ask the class members to observe couples who get along well and report on their observations.

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VISUAL AIDS:

ARE YOU POPULAR? Coronet

DATE ETIQUETTE, Coronet

DATING: DO'S AND DON'TS, Coronet

FRIENDSHIP BEGINS AT HOME, Coronet

MORE DATES FOR KAY, Coronet

WHAT QUALITIES DO GIRLS LIKE IN A DATE?

OBJECTIVES OF PROJECT:

1. To assist students to be good company on dates and to broaden and deepen their understanding of people.

2. To help students take stock of their own personalities.

Success and happiness depend to a considerable degree on the ability to get along with people. Mastering the ABC's of boy-and-girl association in the high school period helps students to deal successfully with the courtship problems that follow.

DATA FOR DISCUSSION:

Several hundred high school young people were asked the qualities they liked best in their dates. Their summarized answers follow:

A girl likes a boy for a date who . . .

1. Has good manners. (The politeness must not be "put on," and "sissies" do not rate.)

2. Is neat and clean in appearance.

3. Is easy to talk to and can take part in a conversation.

4. Treats her with respect and is thoughtful and kind.

5. Can be a lot of fun.

(These five qualities head the list by a distinct margin, and were ranked in the order given. The traits that follow are not listed in any order of importance.)

6. Is not always talking about himself.

7. Likes to dance.

8. Has a good sense of humor.

9. Is on time for a date.

10. Knows how to act in public and elsewhere.

11. Is a good sport.

12. Acts his age.

13. Has a variety of interests.

14. Pays her a compliment now and then.

15. Can meet her parents and feel at ease with them.

16. Shows an interest in the things that she does.

17. Can think about something besides necking.

18. Does not act as if he were doing her a big favor each time he puts out a nickel.

19. Is not loud or rowdy.

20. Pays attention to her.

21. Is not jealous.

22. Does not have a drink to have a good time.

23. Is a good mixer.

24. Has the evening planned in advance and is not always asking her what she wants to do.

25. Is clean thinking.

26. Does not have "a line."

27. Likes to double-date occasionally.

28. Makes her feel at ease.

29. Is liked by the boys as well as the girls.

30. Is not sarcastic.

31. Does not ask for dates at the last minute.

32. Has a nice smile.

33. Shows good judgment in where he takes a girl.

34. Does not smoke a lot.

35. Enjoys being with a group as well as being alone with a girl.

36. Knows when to leave.

37. Is not forever talking about other girls and dates.

38. Can talk without being vulgar or using profanity.

39. Does not object to taking a girl home at a decent hour.

40. Makes her feel that she is nice to be with.

41. Does not make an issue of it if she is not interested in a goodnight kiss.

No girl expects all these things of a boy, but they are the ideas that the girls have and, if you are "date wise," you will give their preferences some careful consideration. If you measure up fairly well on the majority of the qualities, you do not need to worry. Just keep on being good company on your dates. If you fail to meet the test on a number of the items, you had better take stock of yourself. Try building some new habits of friendly association.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the students make a list of the personality traits that they like best in people of their own age and sex, as well as the opposite sex. Compare the lists with the one under DATA FOR DISCUSSION.

2. Ask the class to tell of some things that they most dislike in people of their own age and sex and in people of their own age but of the opposite sex. Jot these down on the board as they are mentioned.

3. Through group discussion, have the class decide the answers to the following questions:

   a. How much attention should you give to cleanliness, grooming, and dress as contrasted with courtesy, manners, and interest in the other's problems?

   b. How wise are you in pretending an interest which you do not have because your friend has these interests?

   c. To what extent should you "be yourself" whether your friend likes you that way or not?

   d. Should you show your friend how much you like her?

   e. Who should do the choosing?

f. Is it wise to try to make your friend jealous?

g. Can you force someone to like you?

h. How wise is it to practice being a good companion for your brother or sister as preparation for being an ideal boy friend?

i. Should you grieve over someone who doesn't care for you?

j. How can you get practice in getting along with members of the opposite sex?

4. Ask the class members to observe couples who get along well and to report on their observations.

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VISUAL AIDS:

ARE YOU POPULAR? Coronet

DATE ETIQUETTE, Coronet

DATING: DO'S AND DON'TS, Coronet

FRIENDSHIP BEGINS AT HOME, Coronet

HOW CAN I GET OFF ON THE RIGHT FOOT IN DATING?

OBJECTIVES OF PROJECT:

1. To answer teenager's questions about dating.
2. To make those not yet dating feel that they can look forward to satisfactory adjustment and happy dating relationships.

Boy-meets-girl questions may seem outside the scope of education. But most teachers will agree to the importance of teaching young people how to live more successfully. An important part of this is learning to get along with the other sex in order to acquire the understanding necessary for a happy marriage and family life.

DATA FOR DISCUSSION:

1. At what age should you start dating?

   That depends on you. During your first years of high school you may go out to parties and on group dates. Perhaps you wouldn't even call them dates; they are parties organized by friends of your own sex or by your school. Nevertheless, both boys and girls are present. So, for all practical purposes, your dating has already begun.

   There is no one age at which everyone begins dating. Provided your parents are in agreement--and somebody you're interested in asks you--you usually start as soon as you graduate from the whole-gang-together stage.

   In every school there are some boys and girls who wait longer than others to start dating. This is all right, too. Not everyone starts dating at the same time. Girls usually become interested in boys at a little earlier age than boys develop an interest in girls. This is because, in general, girls tend to mature somewhat earlier.

2. Are there objections to early dating?

   Experience indicates that those who start dating early also tend to marry early. It is like being on a merry-go-round. The speed gets faster and faster, and it gets harder and harder to slow down or get off. When marriage and family responsibilities come too early, educational opportunity and a chance for all-round growth and development are often lost. A little later start can help you avoid these problems.

3. **Is it all right not to date?**

Those of you who don't date have various reasons for not doing so. Some are not ready. Others are too busy doing other things. Others haven't found quite the right circumstances yet.

4. **May a girl ask a boy for a date?**

Sometimes. Boys customarily ask girls for dates. When the reverse happens, it's usually a special occasion. There may be a party and each girl is asked to bring a date. Naturally, each girl will invite a boy she knows and likes, and in such a case it's perfectly all right for her to do so.

Normally, however, it's best for the girl to wait until she's asked. A fellow tends to shy away from a girl who seems to be pushing him into taking her somewhere. Sometimes this is hard for girls to take, but it happens to be the prevailing social custom.

5. **How can you get a boy (or girl) to like you?**

You can't, if you deliberately set out to do this. If a fondness doesn't develop from those qualities that are natural to the two persons, the whole thing had better be forgotten. Many upsets and hurts result when a boy or a girl wants someone so badly that he begins to scheme for this to happen.

Trying to make someone like you, or trying to get someone so involved in the relationship that there is nothing for the person to do but stay with it, is a way of insuring trouble. Affection and genuine liking must grow freely. They cannot be bought or forced. Each of us has only to look at his own experiences to know this is the way true affection comes.

6. **How can you let your date know you like him or her?**

If you enjoy being with a person, it's almost certain to show in the way you act. Let it be clear that you're having fun. What's wrong with saying so, or expressing appreciation of your date's thoughtfulness or enthusiasm or good planning, again just as you would with a friend of your own sex? If you are relaxed and able to be yourself, of course, your happy frame of mind will be evident--and catching. A certain amount of affection is bound to crop up in relationships based on happy, friendly companionship.

7. **What about a good-night kiss on the first date?**

This depends on what you want a kiss to mean. Is it a way of saying "thank you for a good time," or a way of expressing affection?

Is it doing what you think is expected? Is it just a matter of custom? Some boys say they try to kiss a girl on the first date only because they think she expects it, not because they really want to. Girls, on the other hand, often admit they kiss a boy on the first date only because they think he expects it. Makes you wonder who's fooling whom. Seriously, the fortunate people are those who can act as spontaneously and sincerely as seems right at the time, rather than acting by formula.

8. How can you tactfully arrange to get home on time?

The very best way is to prevent misunderstanding and embarrassment by having things planned ahead of time. The girl and her parent might agree on having the date hear what time they should be back. Or, before they leave, the boy might say where they hope to go and about what time they expect to be back. This is good policy if he wishes to keep the goodwill of her parents.

9. Should you invite a boy in after a date?

If the date consists of a walk or an early movie, you might ask him in for a while, provided it's early and your folks are still awake. But, if it's late and your parents are asleep, the smart thing to do is to say good night at the door. Talk it over with your parents and see what they say. You'll probably find that much depends on the time and the person.

10. How do you make up (or break up) after a quarrel?

A boy can phone a girl or arrange a meeting when he wants to patch things up. Generally speaking, a girl is criticized if she does this. She can, however, express her regrets by a note or a straightforward statement when they do meet. If it can be arranged, a frank discussion is the best way to clear the air. If you have been wrong, admit it; if in the right, don't rub it in.

If you're a boy who wishes to break off with a girl, you can stop calling her altogether. If you're a girl, you can merely stop accepting the boy's dates. This method, though common and easy, can be pretty cruel if you've been going steady and only one of you wishes to break. It takes courage to face the situation squarely together. Perhaps you can't agree, but at least you may be able to part with some understanding of each other's feelings. After all, you've been friends, and you'll want to make the break with all the kindness and consideration possible. A person's self-confidence can be pretty badly damaged by being dropped suddenly with no explanation.

If you're on the receiving end of a break, there's no use fighting it. Although it may be difficult to do so, try to think of each friendship as having contributed something to an understanding of yourself and other people. Breaking up then can be seen not as the end of everything, but as a learning experience.

11. How often should you date?

Your answer to this question will come from using your head, plus the judgment of your parents. The frequency with which different persons date ranges from very seldom to several times weekly. It also depends on a number of things that differ with each individual.

Does your school require a lot of homework? Then, if you are one of the more frequent daters, you'll probably cut your week-night dates down to a minimum. Do your parents feel that at your age one or two dates a week--or fewer--are enough for you? Their advice is based on maturity and experience. Discuss the matter with them and perhaps an understanding of some sort can be reached.

12. Should you date a person who is several years younger--or older--than you?

The usual social pattern is for the couple to be of the same age, or the girl slightly younger than the boy. But it doesn't follow that you have to hold your own dating life to this pattern. It can be different.

Boys, as well as girls, often find that it is quite a happy and satisfactory arrangement for the boy to date a girl who is a little older than he. There's nothing wrong with this. It is just that social custom has taught us to think of age differences the other way around.

13. What about pick-up dates?

If you meet a boy while you are with your crowd and he asks to take you out, you might accept, provided the others know him and there will be a group going along with you. However, under no circumstances, day or evening, agree to date boys whom you have not met through friends.

14. Are blind dates O. K. ?

If the blind date is arranged by someone you know and whose judgment you can trust, and if there will be another couple along on the date, then go ahead. You might meet a grand person. But a "single" blind date that involves late hours is usually out. Be wary of such a situation. If you have doubts, talk with your parents. Their experience can be of much help.

15. **How can one decide how much money should be spent on a date?**

If you're a boy, you can take the lead in making suggestions. If you're a girl, keep your date's finances in mind in planning. A small allowance doesn't go far. You may not know just how much the boy can spend, but it's better to assume it isn't very much.

Sometimes a girl feels she should contribute some money toward the date. This presents a touchy problem, because the accepted social pattern is that boys pay the way. As a result, a boy may feel that it's a blow to his masculine pride if the girl offers to pay part of the cost.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The following questions can serve as the basis for study and discussion:
    - a. How many different approved ways can you think of for getting to know boys or girls you would like to date?
    - b. At what age do you think teenagers should start dating?
    - c. How often should they go out on dates?
    - d. Should a boy try to kiss a girl on their first date?
    - e. What is a good way to end a date?
    - f. How do you make up after a quarrel?
    - g. Should you date a person several years older or younger than yourself?
    - h. How do you feel about "pick-up" dates? Blind dates? Why?
    - i. How can the money problems of dating be solved?
2. Have the students list any other problems which they might have along these lines, and hand in the list unsigned. After a classroom committee has blended them into a single list, have the class discuss the problems and recommend solutions.

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VISUAL AIDS:

CHOOSING FOR HAPPINESS, McGraw-Hill

DATE ETIQUETTE, Coronet

DATING: DO'S AND DON'TS, Coronet

LAST MINUTE DATE, McGraw-Hill

MORE DATES FOR KAY, Coronet

WHO'S BOSS? McGraw-Hill

WHO'S RIGHT? McGraw-Hill

HOW CAN I SOLVE MY PROBLEMS WITH MY PARENTS IN REGARD TO DATING?

OBJECTIVES OF PROJECT:

1. To help students understand and respect parents' viewpoints in regard to dating.
2. To assist students to work for mutual understanding with parents in regard to dating.

DATA FOR DISCUSSION:

A good understanding with your parents now can make later dating experiences much more pleasant and satisfying. You can work things out more easily together if you understand your parents' point of view, especially in two respects:

First, know why your parents are concerned. When dating questions arise, try to get beyond simply talking about when to come in, or whether you can go out one or two nights a week. Parents often fear their children will get involved in relationships they cannot handle. Dealing with feelings and fears openly is likely to be hard at first, but it will make things much easier in the long run.

Second, parents may feel as you begin dating that they are losing you for good. Advancing to a friendly adult-to-adult relationship from a parent-child relationship is usually difficult. But, if this is what you want, let your parents know it. Tell them so, and act accordingly. This will mean acknowledging your own shortcomings. It will mean expressing appreciation for what they have done or are trying to do.

Here are a few questions that you may have that relate to parents and dating:

1. How can I deal with parental objections to dating?

   Begin by trying to find out why your parents object. Do they think you are too young? Do they dislike your friends? Are they afraid you can't take care of yourself? Once you know, discuss the situation with them. This will create better understanding and help build their confidence in you.

If your parents object to your friends, maybe it's because they don't really know them. Perhaps they would enjoy having your friends over more often. Once your parents know your friends better, the chances are that their objections will disappear. They may have reasonable complaints against some of the people with whom you associate. If so, get your parents to discuss their feelings with you. Take advantage of the experience your parents have had in judging character.

Tell them something about your dating plans. Then ask them to discuss with you what they feel is fair. After you have reached an understanding with them, respect it.

If they feel you are unable to take care of yourself, it's your job to prove you are a sensible person, able to use good judgment both in dating and in other things. If you act like an adult about other matters, they'll consider that when it comes to dating.

2. How can it be arranged for one's parents to meet one's date?

It's usually easier for a girl to have her date meet her parents than for a boy. When he comes to pick you up, it's the natural thing to invite him in and have him talk to your parents while you're getting your coat.

If a family situation makes it hard to bring friends to your home, the problem should be faced openly when it comes up. Most young people show genuine understanding of each other's problems when given a chance. Perhaps you have a married sister, or aunt, or some adult friend who would enjoy having you and your date drop in occasionally.

3. Should you date secretly?

No. Secret meetings, whether you're the girl or the boy, are unfair to both you and your date. They lead only to frustration and unhappiness, and usually friendships formed in secrecy are on shaky foundations. Aside from other probably unfortunate consequences, your parents' trust in you will certainly be severely damaged when they find it out.

4. What should you do when the family teases you about your dates?

A little teasing is to be expected in every family. Strangely enough, teasing is often a sign that your parents are pleased. In most cases, it will stop soon. Perhaps you are too serious. For good family relations, be a good sport.

5. How should hours be set for coming in from dates?

Sometimes young people stay out later on dates than they would like, feeling that because everyone else is still out, they should be too. A discussion with your friends about a desirable time limit might be helpful in solving this problem. Then there are times when you have to comply with your parents' wishes even if it makes you different.

Hours should be such that you can keep up in your school work, remain on good terms with your family, and conserve your health. Because some people tire easily while others never seem to, and some have stricter parents than others, each case is different. Dating hours have to be worked out between you and your parents for individual situations as they arise.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The following questions can serve as the basis for study and discussion:

    a. Why do parents sometimes object to or try to limit dating?

    b. What can you do about it?

    c. Why should your parents meet the people you date?

    d. Should girls invite boys in after a date?

    e. Should you ever date secretly?

    f. Should your family know where you are going?

    g. What time should teenagers get home after a date?

2. Have the students list any other problems which they might have along these lines and hand in the list unsigned. After a class committee has blended them into a single list, have the class discuss the problems and recommend solutions.

3. Dramatize a situation in which a parent objects to the dating of a son or daughter. Have one student take the role of the parent and one the student. Afterwards, have the class criticize the way the student met his parent's objections. Ask for suggestions on how the student could have handled the situation better.

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VISUAL AID:

YOU AND YOUR PARENTS, Coronet

5

SHOULD I GO STEADY?

OBJECTIVES OF PROJECT:

1. To point out the advantages and disadvantages of going steady.

2. To have pupils think about the effects of going steady on future plans and high school fun.

A great deal is said today about going steady, and with most couples the question arises after they have had a few genuinely enjoyable dates. This is a good time to discuss the matter with students and to have them think about what they really want. They may be setting a pattern for themselves for which they may not yet be ready.

DATA FOR DISCUSSION:

1. What going steady means

   After you have been dating for a while, you may find yourself going out with one person more often than with others. The two of you get along well. You like each other and have fun together on dates, and for both of you it becomes easier to continue to go out together than to arrange for dates with different people. You may talk it over and agree to go steady. That means that both of you know that you can depend on each other for dates for all important occasions, and neither of you will date other people while you are going steady. It is an arrangement with both advantages and disadvantages.

2. Advantages

   a. Dating security.

   b. Can know each other well.

   c. Can know another family well.

   d. Costs less money.

   e. Family feels more confident since they know the boy or girl.

   f. Don't have to be on best behavior.

   g. Don't have to dress so well.

   h. Don't have to plan for dates.

3. Disadvantages

   a. Hard to break up.

   b. Hard to get back into circulation.

   c. Do not get acquainted with many young people.

   d. Family arguments and misunderstandings.

   e. May not like being taken in by another family.

   f. Families worry about your becoming too serious too young.

   g. One may be too serious, and the other has difficulty breaking up.

   h. Take each other for granted.

4. Factors to consider in making decision

   a. Future plans

   If you see one another constantly, if you aren't dating anyone else, you're bound to enter into emotional tangles that might become too hot to handle. Some boys and girls are emotionally and physically ready for marriage and settling down when they're still in their teens, but educational and economic standards in the present social setup make marriage inadvisable when you are too young. Besides, more lasting marriages are usually made after 21. That leaves several tense and emotional years in between time you become interested in one person and the time you could practically settle down, and its easier to keep your feelings in hand if you're not going exclusively with one boy or girl.

   b. High school fun

   A boy or girl ought to spend those four years of high school finding out what makes the world go round and seeing a little bit of the world at the same time. But when you are going with one person exclusively, exchanging thoughts with the same mind, dancing in the same style, traveling with the same crowd, and holding the same hand, you are bound to be missing something.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The following questions can serve as the basis for study and discussion:
    a. What does the term "going steady" mean to you?
    b. What are some of the advantages of going steady?
    c. What are some of the disadvantages of going steady?
    d. Why is it sometimes a problem to stop going steady with a person?
    e. Why do parents oppose steady dating more than young people oppose it?
2. Have the students ask their parents and grandparents what was meant by "going steady" when they were in high school and report their findings to the group.
3. Make an anonymous study of the opinion of the individual members of your class in regard to going steady. Compare the results with a national study. In one national study, to the question presented to high school young people, "Should or should not boys and girls 'go steady' in high school?" 42 percent said they should, 35 percent said they should not, and 23 percent were undecided.

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ARE YOU READY FOR MARRIAGE? Coronet

CHOOSING FOR HAPPINESS, McGraw-Hill

GOING STEADY? Coronet

HOW DO YOU KNOW IT'S LOVE? Coronet

MARRIAGE TODAY, McGraw-Hill

MEANING OF ENGAGEMENT, Coronet

THIS CHARMING COUPLE, McGraw-Hill

HOW SHOULD I SPEND MY LEISURE TIME?

OBJECTIVES OF PROJECT:

1. To encourage a more intelligent attitude toward leisure and recreation.

2. To develop a knowledge of the wide variety of recreational opportunities.

Teaching students the wise use of leisure time will help them to improve their personalities and to be happier and better adjusted.

DATA FOR DISCUSSION:

1. What leisure time is

   a. Leisure time is the time we have in which we may do just as we please. As the amount of time that people have to themselves is increasing, it is essential that we learn activities which will enable us to enjoy this time to the fullest.

   b. In a well-balanced program of leisure-time activities, there should be some time to take part in healthful outdoor activities, some time to enjoy being with family and friends, some time to study and improve oneself mentally, some time to give to a hobby, and some time to do things for others.

2. Importance of the use of leisure time

   a. Your leisure gives you an opportunity for whatever kind of personal development you may want.

   b. During your leisure time you have an opportunity to develop friendships. If you have a wide range of interests and hobbies, you will find many occasions to be with other people who like the same things.

   c. Wise use of leisure time will help you to improve your personality and to be happier and better adjusted.

   d. The way you spend your leisure determines to a certain degree the kind of adult you will become.

   e. The type of things you enjoy doing in your spare time may give you a clue to the lifework you should choose.

3. Types of activities for leisure time

   a. Doing things.

   b. Making things.

   c. Acquiring things.

   d. Learning things.

4. How to choose a leisure-time activity

   Answer the following questions about yourself and thus determine some interesting hobbies:

   What hobbies do I have now?

   What hobbies do I know of that I would like to look into?

   How much money can I spend on leisure-time activities?

   How do I spend my working hours? Am I active or do I sit quietly? (One should develop the opposite type of leisure-time activities.)

   Do I like to play with others?

   Do I like to play alone?

   What activities does the community in which I live offer me?

   What school subjects do I like?

   Do I enjoy making things?

   Do I enjoy doing things?

   Do I enjoy collecting things and keeping them?

   Do I enjoy learning things?

   What kind of reading do I enjoy most?

   What can I do at home that would be fun?

SUGGESTED PROCEDURES AND ACTIVITIES:

1. A discussion of leisure, presenting the problem in the light of our present world conditions, the various types of leisure-time activities, and methods of becoming interested in new leisure-time activities may well be used to arouse interest in "fun" activities. Students will have many suggestions to offer as to activities for leisure time.

2. Students should next be interested in analyzing themselves as to their present and potential leisure-time interests. The use of a questionnaire similar to that under the DATA FOR DISCUSSION is suggested as a means of awakening interest. The teacher may discuss with each student his answers to the questions and suggest possible interests. Temperament, home conditions, and community conditions will determine to some extent the types of activity the student prefers. However, he should be impressed with the necessity of developing many interests of various types, as well as doing a few activities very well.

3. Opportunity for developing interest may be given during the period. It is suggested that you begin by asking the students to bring some hobbywork to school for the next meeting. Allow them to work on it, compare their activity with others, and start working on a new hobby if they find one they enjoy.

4. The class may survey the recreational activities in the school and community. Such a program will enable them to determine possible recreational facilities and may develop new interests for the students.

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SOCIAL GUIDANCE

CUMULATIVE LIST OF VISUAL AIDS

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APPRECIATING YOUR PARENTS	Coronet
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ARE YOU READY FOR MARRIAGE?	Coronet
AWAY FROM HOME	McGraw Hill
BETTER USE OF LEISURE TIME	Coronet
CHOOSING FOR HAPPINESS	McGraw Hill
CLASS PARTIES	McGraw Hill
DATE ETIQUETTE	Coronet
DATING: DO'S AND DON'TS	Coronet
EVERYDAY COURTESY	Coronet
FAMILY LIFE	Coronet
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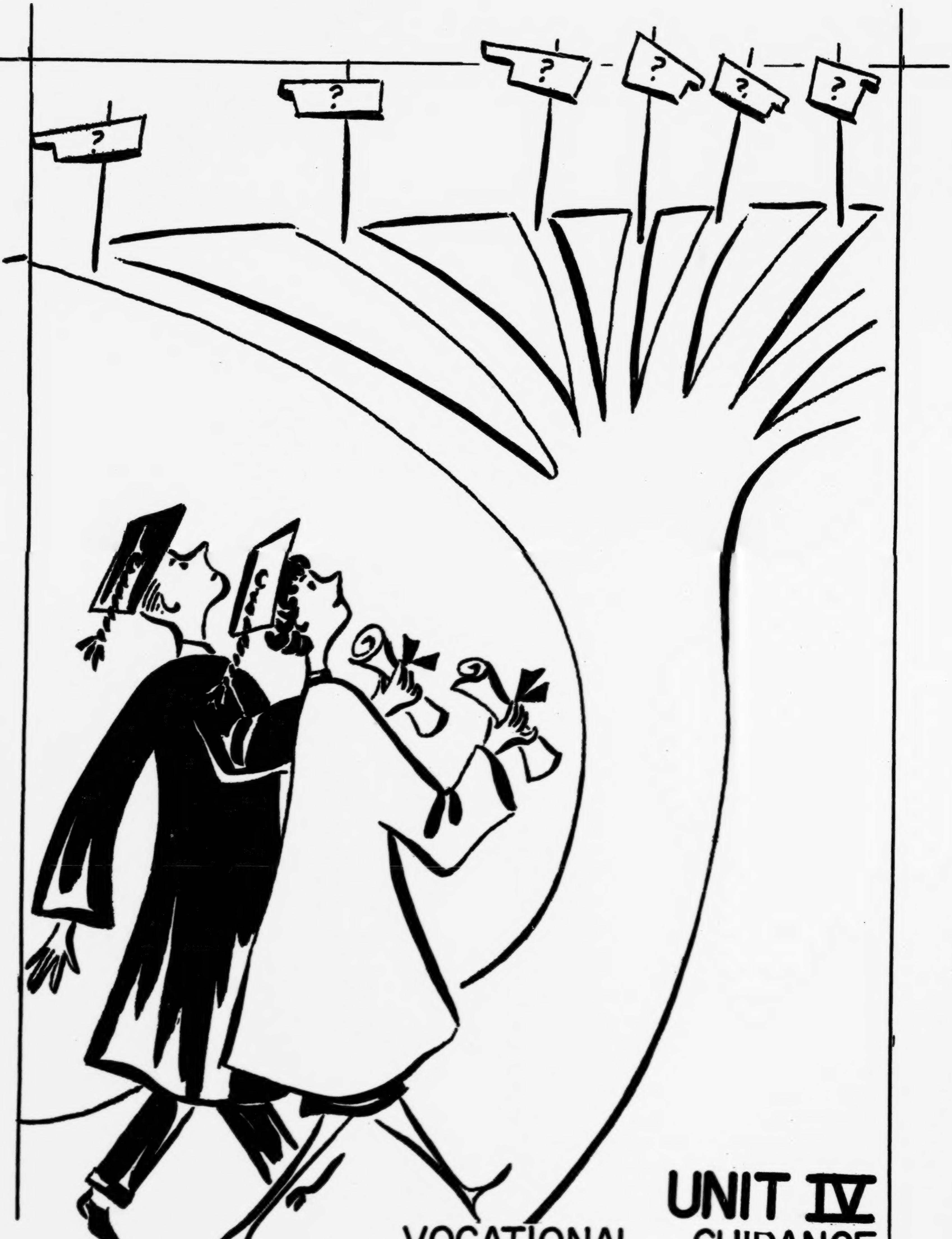
GOING STEADY	Coronet
GOOD TABLE MANNERS	Coronet
HIGH SCHOOL PROM	Coronet
HOW DO YOU KNOW ITS LOVE?	Coronet
HOW FRIENDLY ARE YOU?	Coronet
LAST MINUTE DATE	McGraw Hill
LEISURE TIME	McGraw Hill
MARRIAGE TODAY	McGraw Hill
MEANING OF ENGAGEMENT	Coronet
MIND YOUR MANNERS	Coronet

MORE DATES FOR KAY	Coronet
PARENTS ARE PEOPLE, TOO	McGraw Hill
PARTIES ARE FUN	Coronet
PARTY LINES	N. J. Bell Telephone Co.
PERFECT PARTY	McGraw Hill
PUBLIC APPEARANCE	McGraw Hill
SHARING WORK AT HOME	Coronet
SOCIAL COURTESY	Coronet
TABLE MANNERS	Coronet
TABLE SETTING	McGraw Hill
TABLE TALK	McGraw Hill
THE FUN OF BEING THOUGHTFUL	Coronet
THE GOLDEN RULE: A LESSON FOR BEGINNERS	Coronet
THE VOICE OF YOUR BUSINESS	N. J. Bell Telephone Co.
THE VOICE WITH A SMILE WINS	N. J. Bell Telephone Co.
THIS CHARMING COUPLE	McGraw Hill
WHAT TO DO ON A DATE	Coronet
WHO'S BOSS?	McGraw Hill
WHO'S RIGHT?	McGraw Hill
YOU AND YOUR PARENTS	Coronet



UNIT IV
VOCATIONAL GUIDANCE

WHY SHOULD I WORK?

OBJECTIVES OF PROJECT:

1. To show students that work is a privilege rather than something to be dreaded.
2. To show that work is the most effective way to get the things you want in life.
3. To develop the correct attitudes toward work, i. e., the futility of "clock watching" and similar attitudes.

Many people in recent years have begun to wonder whether or not it pays to work. Is it any wonder that students ask, "Why work?" when many ways beckon them to get "easy money." It is our job to help them see the essential nature of work in our lives, its contribution to our self-respect and to the welfare of others.

DATA FOR DISCUSSION:

1. Should I work for money?

All of us have our hearts set on possessing certain things. The way to get the things we want is to exchange something we have for something we want. We may not have the money, but we do have our ability to work which we can exchange for money.

There are many reasons why we work for money. First of all, we want enough money to buy the things we feel are necessary in life. Then we want certain things that are in the luxury class. The more money we earn, the more things we will be able to enjoy.

2. Should I work to help others?

Few teachers, ministers, social workers, or scientists ever become wealthy or powerful. What is the sentiment that keeps them working day after day? A nurse is paid for her work, but she is never paid for the little things she does to make sick people happy. Thomas Edison worked all his life on inventions which helped mankind. He probably made enough money by the time he was middle-aged to pay for the things he wanted in life, yet he kept on working. These illustrations and others which can be added show that people do work for other things besides money. Have you ever helped someone who needed your aid? Didn't it make you happy to know that you had helped?

3. Should I work in order to be active?

Many boys and girls think they could be happy if they never had any work to do. Is this true? Have you noticed how sullen and restless some adults become when they do not have a job?

> Could you live a mentally and physically healthy life if you never worked?
>
> What would you think about?
>
> What would you talk about?
>
> Would you live to an old age?

4. Should I work for the joy of working and the pleasure of accomplishment?

Boys on a basketball team often think that practice is hard work, but all their thoughts are turned to pleasure whenever they win a game. The hard work is forgotten in the joy of victory. There is much more joy in the process of working if it is leading somewhere, i. e., if there is a chance of seeing results in a tangible way.

Work is a way of becoming the kind of person you want to be, a way of finding yourself and your mission in life.

A man who paints his house doesn't always enjoy the work, but he gets pleasure out of looking at the house after it is painted. A mechanic in a factory may not enjoy all phases of his work, but he usually is pleased with the appearance of his finished product.

Have you ever been assigned a piece of work in a subject which you dreaded starting? You finally finished the work, and then weren't you happy because you had done the job well?

Do these people work for the enjoyment of the work itself or the joy of accomplishment:

> A woman cleaning her house.
>
> A man working in his garden.
>
> The secretary who works overtime to complete some work.
>
> The mechanic who performs every act with great precision and carefulness.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Students cannot see their future needs, nor can they think in terms of remote conditions. They can be helped on the question "Why work?" by picturing conditions at home if their fathers or mothers did not work. Ask them these questions:

   "If your father didn't work, what things would you have to give up? How would your home life be changed? How would the home conversations be changed? How would your life be affected?"

2. High school students are often interested by non-work schemes of earning a living. They can even give illustrations and say "they are doing all right." If a student does this, accept it as a topic for discussion. Have the student measure his scheme by the four questions in the DATA FOR DISCUSSION. Give all members of the group a chance to express their opinions. Perhaps the group can formulate their collective opinion of the suggested scheme.

3. Biography can be utilized as a vital part of this project. Examine the lives of well-known men in order to discover their motivation for work. The list of men to be discussed can be determined by the biographies familiar to the several members of the group.

4. Committees can write to selected men asking them what reasons they have for working. Individuals can interview people selected by the group to get answers to the question "Why work?" All these replies can be brought together and should answer the question rather conclusively.

5. Raise a question as to the motives of men in bringing about the great achievements of mankind. Was it money? Was it promotion? Was it to help others? Was it to be active? Was it the joy of accomplishment? Here are some of the achievements--many others can be added by a group discussion--steam engine, telegraph, radio, electric light, anesthetics.

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VISUAL AIDS:

YOUR EARNING POWER, Coronet

YOU AND YOUR WORK, Coronet

HOW DO I DISCOVER MY INTERESTS?

OBJECTIVES OF PROJECT:

1. To make students aware of the fact that their interests are important.
2. To help students understand methods of self-study that will reveal certain definite trends in their interests.

After a discussion of this material, a student should better understand himself. He will undoubtedly see relationships in his likes and dislikes which have heretofore escaped him.

DATA FOR DISCUSSION:

1. Understand your interests

   Work or play or anything you do is no fun unless you take an interest in it. It is difficult to succeed at work or play if you do not take an interest in what you are doing. You have only to look about your school and find a group of students who do not like school. Are they usually successful in school? Think of the students in any of your classes who say they are not interested in the subject. Are they a success in that subject?

2. Know the different interest areas

   G. Frederic Kuder, a psychologist, divides interests into ten major areas. Most activities fall into one or another of these areas. To give you an idea of how interest and activities go together, let's look at Kuder's ten interest areas in terms of people working and playing at the things they enjoy.

   a. Individuals who have strong outdoor interests like being outside most of the time. They usually enjoy growing flowers and vegetables and taking care of animals. They may show their interest by taking long walks, going on camping trips, and generally spending a lot of time in the open air.

   b. Persons who have mechanical interests like to work with machines and tools, such as sewing machines, pipe threaders, and drill presses. They like repairing or fixing mechanical objects such as transistor radios, steam irons, and cars.

c. Strong computational interests are found in people who like to work with numbers. These individuals usually like arithmetic, bookkeeping, and accounting.

d. A liking for discovering new facts and for solving problems is an indication of strong scientific interest. Persons with these interests may enjoy chemistry, physics, or mathematics. Usually, they like working on experiments. Space is a challenge to them.

e. Those with strong persuasive interests like to meet and deal with people. They like to sell and to promote projects. They are the individuals you find planning a school party, selling tickets to games, taking part in a debate, or giving talks in class. On the job they may be in teaching, public relations, selling or fund raising.

f. People with strong artistic interests like to do creative work with their hands. They enjoy such activities as sketching or painting. They may put their artistic interests to use in planning color schemes for rooms or costumes, arranging flowers, making posters, taking photographs, lettering signs, or designing dresses.

g. Individuals with strong literary interests like to read and to write. They may enjoy English, history, and crossword puzzles, as well as poetry, stories, and plays. At work they may write advertising copy, feature stories, or headlines.

h. People with musical interests like to go to concerts, play instruments, sing, or read about music and musicians. They like to study harmony and composition. They may work in music stores as salesmen or in music-appliance shops as repairmen. They may teach music or play in an orchestra or small group.

i. People with strong social service interests like to help others. They enjoy working with sick and needy people, and with those who are discouraged and unhappy. They not only want to help individuals to be happier and healthier, but they also want to make the world a better place. Ministers, social workers, teachers, guidance directors, all have strong social service interests.

j. Typing, shorthand, spelling, filing and letter writing usually appeal to individuals with strong clerical interests. These individuals like office work requiring precision and accuracy. In club work they often show their interest by keeping records of money and minutes of meetings. At work they may be office boys or office managers.

Each one of these areas covers a different interest. Every person has a different degree of interest in each area. Finding the areas in which you have the most interest is the next step in discovering your deep likes and dislikes.

3. Take an interest inventory

   a. In order to analyze your interests, it is advisable to write them down in an orderly way as follows:

OCCUPATIONS THAT HAVE INTERESTED ME

Occupations	Age at which Interest Appeared	Age at which Interest Disappeared	Why I Was Interested	Why I Lost Interest
Aviator	9	10	Saw many airplanes	Tried to make a model plane and couldn't
Truck driver	10	12	Like cars and big trucks	Parents discouraged me
(Etc.)				

In filling in a form like the above, you may have to guess at the ages. It may also be difficult for you to write in the reasons, but give it careful thought and do the best you can.

Is there a definite relationship between all the occupations you have chosen? Are they all mechanical? Are they all the outdoor variety?

   b. The subjects you elect in school show your interests. It is rarely that you will like all the parts of a subject you take in school. To help you analyze your interests further, we may employ a chart similar to the one we used in the preceding section. Include all of the subjects you are now taking, together with any you took previously, that have an interest for you.

SUBJECTS THAT HAVE INTERESTED ME

Subject	Parts of Subject that Interested Me	Reason
General Science	Parts about electricity	Have always had electric trains, radio, small motors. Work with them in a shop in my basement.
Cooking	Foods interest me	Like to fix pretty and tasty dishes.
(Etc.)		

Is there any similarity of the parts of the various subject that interest you?

c. Your play, reading, hobbies, and choice of friends also show your interests. Make separate lists of the things you do in play, the type of stories you read, and the hobbies you have. Make another list of the things that your best friends like to do. Is there any similarity of the above lists to each other or to the tabulations you made in the preceding sections?

d. Your interests are also shown by the work you have done.

ACTIVITIES THAT HAVE INTERESTED ME

Work I Have Done	Parts of Work Which Interested Me
Sewing	Cutting out patterns and sewing my own clothes.
Taking care of the car	Checking over the engine. Taking off simple parts of the engine and cleaning them.
(Etc.)	

What similarities are there between this list and the preceding ones?

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The discussion may be initiated by asking this question: "It has been said that anything you do is no fun less you take an interest in it." Do you think that statement is true?

2. The second part of the DATA FOR DISCUSSION can be handled by having the teacher list on the board the different interest areas and suggest or have the students suggest how different interests and activities go together.

3. The remainder of the project involves individual work after a careful explanation of the procedure. The explanation can be given as shown in the project, supplemented by any illustrations you or the group can supply. If possible, have students keep the various tabulations on the same sheet of paper or connected sheets so they will be close to each other for cross-reference.

4. When this is complete, each individual's tabulations should be interpreted first by him and later through an interview with a counselor.

5. To help students interpret their tabulations, the teacher can employ a plan like this. Ask a student for permission to take his tabulation for a day or two. Study it carefully and try to find similarities. Keeping the owner's identity hidden, read it to the class or write it on the board and see if they can point out similarities--any they do not detect can be pointed out by you.

6. Self-analysis of the sort just discussed is always somewhat superficial and may even be dangerous. The teacher would use a standardized inventory of interests if possible in order to check objective scores or results against the students' subjective estimates. Seldom can a student accurately appraise his interests without the help of a careful observer, such as a counselor or a teacher. The exercises given here should excite him a bit and lead to the desire for some further counseling.

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VISUAL AID:

YOU AND YOUR WORK, Coronet

Vocational Guidance 3

HOW DO I DISCOVER MY APTITUDES AND ABILITIES?

OBJECTIVES OF PROJECT:

1. To help students isolate their particular aptitudes.
2. To help students understand and evaluate the aptitudes and abilities that they possess.

Young people are sometimes influenced to disregard the significance of their aptitudes because these do not lead to the vocations of their parents' choice. It is the purpose of this project to help students become aware of their aptitudes and abilities. The following project is designed to help them plan their future using what they have learned here.

DATA FOR DISCUSSION:

1. Difference between aptitude and ability

   An aptitude is a potential but not-yet-realized ability, whereas an ability is a present skill. The aptitude for doing something well is based upon inherited characteristics, whereas an ability is always the result of aptitude plus training.

2. How aptitudes and abilities may be revealed

   a. Aptitudes may be revealed by school subjects. In order to see your abilities clearly, it is advisable that you write them down in an orderly fashion as shown in the example at the bottom of this page.

   b. Aptitudes may be revealed by your extra-curricular activities.

   These will also appear to best advantage when written down in an orderly fashion. It is important to include all of the activities in which you have engaged. Make a tabulation of your activities like the example below.

SUBJECT	Part I Do Well
Science	Like the experiments. Do a lot of outside reading.

ACTIVITY	Part I Do Well
President of Student Council	Like to speak to student body and help make plans for school functions.

c. Aptitudes and abilities are indicated by your relationship with other people.

Again, it will be best to make a written record of specific instances of each ability explained below. Continue this on the paper on which you have written the information called for in 2a and 2b above.

(1) Leadership

This is the ability to go ahead and get others to follow you. If others listen to you and follow your suggestions, or if you are asked by others to assume responsibility, then you are showing leadership.

(2) Getting along with others

It means that you treat people courteously and they treat you the same way. Whenever you have disagreements with people, you can iron them out without trouble. It does not mean that you must always let the opinion and wishes of others take precedence over your own.

(3) Salesmanship

You see this around you every day--people "selling themselves" to a group or students selling tickets, etc. Have you shown this ability?

3. Finding out if you have the aptitude for studying beyond high school

Consult with your counselor and your teachers and find out as much information as you can on the points given below:

a. Rank in class based on school marks.

b. Results of tests of academic aptitude and educational achievement.

c. Is the result of the academic aptitude test below, equal to, or above that of the average post-high school student?

d. Do your teachers believe that your probability of success in a college or technical school is high?

e. Is your health good enough to stand the strain of years of hard study?

f. What happened to students whose records were similar to yours who went on to higher education?

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Before analyzing specific aptitudes, have a general discussion. The discussion should be supplied by members of the class with just enough help from the teacher to guide the discussion and keep it moving. Questions similar to the following may be used:

   a. Does everyone possess the ability to do some things well?

   b. Can most of us do everything well?

   c. Through past discussions we have learned something about our interests. Are abilities as important as interests?

   After a discussion through questions like the above, the class should be ready to move on to the problem of finding out what their aptitudes are.

2. In this project aptitudes are analyzed from several viewpoints, in attempts to see what can be learned by the student from a study of his experience in the classroom, in school activities, and with people.

   Each student now has an amateur analysis of his abilities as shown by his school experiences. The teacher might choose one such analysis and, after studying it carefully, interpret it to the group as an anonymous case. If the students so desire, each may interpret his own and get further suggestions and interpretations from the group. This can be made very instructive, and it is possible to keep the group interested for a good many meetings.

3. A very much more satisfactory analysis of a student's aptitudes and vocational possibilities can be made by the school counselors, who have more adequate information than is available to students. The unconscious errors of self-falsification, immature insight, and wishful thinking can be offset by the objective and mature judgment of the counselors. Wherever possible, this added advantage to the student's planning should be provided. The counselors have all of the pertinent information about a student's interests, aptitudes, experiences, and background through the use of tests, records, personal history forms, and like instruments.

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VISUAL AIDS:

CHOOSING YOUR OCCUPATION, Coronet

FINDING THE RIGHT JOB, Coronet

FINDING YOUR LIFE WORK, Carl F. Mahnke Productions

HOW TO INVESTIGATE VOCATIONS, Coronet

HOW CAN I PLAN FOR MY FUTURE?

OBJECTIVES OF PROJECT:
(This project should follow the ones on Interests and Aptitudes.)

1. To help students realize the necessity for early planning for the future.
2. To give students an understanding of the factors to be considered in planning for the future.
3. To help students form a tentative plan for their future.

Students should use the procedures given here in order to arrive at a tentative plan for their future.

DATA FOR DISCUSSION:

1. Why plan?
   - a. If you have a tentative plan, it will give you time and opportunity to investigate the fitness of your plans by tryout, reading, and interviews with others.
   - b. If we make our plans too definite and detailed early in high school, we are apt to have made a mistake. At first, you should make a series of vocational choices, each one using a little more knowledge of yourself and the world of work. Those of you whose school helps you plan for the future by giving you the opportunity to try out different shops in the ninth grade, are fortunate indeed.
2. Things to consider in choosing and planning for a vocation
   - a. Study yourself. (See the project on "Why Work?" and "How Do I Discover My Interests?")
   - b. Study the job, considering the following:
     - 1) Nature of the work
       - (a) Activities
       - (b) Duties
       - (c) Responsibilities

2) Qualifications

- (a) Sex
- (b) Age
- (c) Special skills
- (d) Legislation affecting employment (age, license, etc.)
- (e) Others (physical, entrance test, etc.)

3) Preparation

- (a) General education
- (b) Special training (include cost, time needed)
- (c) Experience
  - (1) Necessary before entering: experience in other, related types of work
  - (2) Not absolutely necessary, but desirable

4) Methods of entering

- (a) School placement
- (b) Civil service
- (c) Others

5) Advancement

Based on skill, performance, study, seniority

6) Related occupations to which job may lead

7) Earnings

- (a) Beginning - minimum
- (b) Most common - locally
- (c) Maximum (Reduce to weekly rate, e. g., based on 40-hour week (Yearly--life earnings; pension)
- (d) Social security and unemployment compensation

8) Hours

- (a) Daily
- (b) Weekly
- (c) Overtime (frequency, pay for, etc.)
- (d) Irregular hours or shifts
- (e) Vacation, paid holidays

9) Regulations: Laws, Labor Board, Union, etc.

10) Health and Accident Hazards

3. Types of jobs for which you can train in a vocational and technical high school

   Mention offerings of your own school.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. This project can be introduced by an inventory of the vocational plans made by the members of the group. Each student can write on a piece of paper the name of the work he wants to do. If he is not certain he should indicate this uncertainty after the name of the work. If he doesn't know of any possible vocation which he might follow, he should write that on the paper. These expressed preferences may then be gathered by a committee and tabulated. The tabulation will show the number of students with definite plans, the number with probable plans, and the number without plan. In addition, it will show the types of work chosen.

2. While the committee is working on the above tabulations, the group may discuss the question, "Does it pay to make tentative plans several years ahead?"

3. The tabulation will show many plans for the future. The teacher can call attention to the number of students who have plans and what some of them are. Discussion can be started by a statement similar to: "Many of us have plans for the future. What things did we consider in making these plans?" This should bring out the points listed under 2 of the project. If the group misses some of the important points, the discussion leader can say, "What about . . . ? Was that probability considered? If it wasn't, should it have been?"

4. The group is now ready to proceed to help the students who have indefinite plans for the future or no plans at all. This can be started with a statement like this: "We have discussed the desirability of planning ahead and we have seen and heard how members of this group made plans. Those of us who do not have plans might like to start making some. What are kinds of work we can train for at a vocational and technical high school?" Try to guide the suggestions so the result will be an orderly list similar to the one mentioned in number 3 of DATA FOR DISCUSSION.

5. Have each student fill out the following report and present it before the group.

Date ____________________

REPORT ON A JOB IN WHICH I BELIEVE I COULD BE SUCCESSFUL

Name of the job ____________________ Your name ____________________

A. Duties of the job (describe what the worker does):

B. What qualifications must the worker have? (Physical, mental, special skills or abilities, personality, and character traits.)

C. Describe the training necessary for success:

D. What are the rewards? (Pay, seniority, security, satisfaction, and other rewards.)

E. Do I possess essential requirements for success in the following areas:

Ability:

Personal qualities:

Interest:

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BOOKKEEPING AND YOU, Coronet

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SHOULD I WORK PART TIME WHILE IN SCHOOL?

OBJECTIVES OF PROJECT:

1. To point out advantages and disadvantages of working part time.
2. To have each student evaluate his readiness to take a part-time job.

In one way or another, money is a matter of great concern to most high school students. For some, the chief problem is how to get their allowances increased. For others, it is the question of how to remain in school without help from their parents. A project such as this one will assist students to think about earning part of the money for their clothes, lunches, carfare, and school supplies.

DATA FOR DISCUSSION:

If you are concerned about money, taking a part-time job may be the solution to your problem, provided the hours and the nature of the work are such as not to interfere with your studies. Even if you do not actually need the money, there are many practical advantages in having an out-of-school job before graduating from high school.

1. Advantages

   a. Part-time work helps you to appreciate the value of school.

      Some students never really understand the importance of a knowledge of English, mathematics, science, shopwork, and other subjects until they have found a need for them on a job. Those who work in business or industry a part of each day return to the classroom with a different feeling about learning things that once seemed unnecessary to them.

   b. Having an income of your own can be a great help in learning to manage money.

      It provides an opportunity to practice budgeting, wise spending, and systematic saving. It can even be the means of starting a fund for post-high school education.

   c. Part-time work may be a help to you in selecting your vocation.

      By trying out different jobs, you will have an opportunity to learn more about the world of work, to test your own abilities, and to discover what you really like or do not like to do.

d. Any experience on a real job will help you to improve your business manners, to gain self-confidence in meeting and talking to people, and to develop good work habits.

e. Having a part-time job while in high school will make it easier to obtain a full-time position after graduation.

Many businessmen feel that a young person who has been mature enough to hold a job during high school days will know what is expected of employees in general, will have proved himself dependable and responsible, and will know how to take instructions and to cooperate with fellow workers.

2. Disadvantages

a. A part-time job may leave you with too little time for other worthwhile activities.

You need time for homework, recreation, and personal development. If you already have a crowded schedule, you may not be able to manage a job unless you budget your time very carefully.

b. Part-time work may interfere with your grades.

Part-time work is a serious disadvantage to a student if it results in poor attendance, tardiness, drowsiness in class, a falling off in grades, or a loss of interest in school work. Unless you are a very good student or unless it is urgent that you get a job, it may be better to put all your time and effort on your studies, especially during the first years of high school.

c. A part-time job may interfere with your physical well-being.

As a teenager who is probably growing rapidly, you need plenty of sleep and rest. It is not advisable to have a job that is so strenuous that it taxes your strength, causes you to work late at night, or leaves you too little time for recreation. There is no advantage in taking a job that is dangerous and might cause you to become handicapped.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Hold an open discussion of some of the financial problems of teenagers. Ask such questions as these:

   a. What do you consider a reasonable weekly allowance for a person of your age?

   b. What factors should be considered in determining a fair amount for an allowance?

c. Why do allowances necessarily differ in amount?

d. What are the chief items of expense in a young person's budget?

e. How much does the average teenager spend for books, supplies, lunches, transportation, tickets to school events, clothing, and recreation?

f. What are some luxury items which could be eliminated by a student who is on a limited budget?

g. What are some ways of supplementing an allowance that is too small?

2. The last question should bring up the suggestion of obtaining part-time jobs. Here the teacher can ask the class to list some of the advantages and disadvantages of obtaining part-time employment and discuss them.

3. Next, the teacher can question the students as to their readiness to obtain part-time employment through the following questionnaire. He can say something like this: "You will be set to look for a part-time job if your answers in the following questionnaire are mostly "yes." If there are many "no," "sometimes," and "?" answers, start now to change them to the "yes" category. The more honestly you answer these questions, the more realistic your score will be.

ARE YOU READY FOR PART-TIME WORK?

What do you think of yourself as an individual? Place an X under one of the four possible answers for each of the following 27 questions.

	Yes	Sometimes	No	?
1. Do you get enthusiastic about most of the things you do?				
2. Are you considered economical when using other people's time and materials?				
3. Do you often do more than just the job that has been assigned to you?				
4. When you make a mistake, are you usually willing to admit it?				
5. Can you do your chores at home without griping?				

	Yes	Some-times	No	?
6. Can you change your own plans to meet those of teachers or parents without being annoyed?				
7. Do you voluntarily help others when your own work is finished?				
8. Do you rarely gossip about your teachers, school, friends, and other students?				
9. Do you do your school assignments without complaining?				
10. Can you follow instructions accurately?				
11. Can you work well under pressure?				
12. Do you often offer constructive suggestions in your school, club, or elsewhere?				
13. Do you rarely make careless errors?				
14. Is your work usually neat in appearance?				
15. Do you get pleasure from a job well done?				
16. Are you usually conscientious about being on time?				
17. Do you usually speak well of your school, parents, teachers, and other adults?				
18. Can you accept criticism from your teachers, parents, and other adults without getting annoyed?				
19. Is your personal appearance usually neat, whether at school, at home, or while dating?				
20. Can you do a job, whether paid or as a volunteer, without constant supervision?				

		Yes	Sometimes	No	?
21.	Do you plan your school work and extra-curricular activities carefully?				
22.	Do you start your homework most of the time without unnecessary delay?				
23.	Do you usually get along well with your friends, parents, club leaders, and teachers?				
24.	Can you do your work even though there are disturbances around you?				
25.	Can you work well for different types of teachers or other adults?				
26.	Can you be working on a number of different tasks in the space of a short time and not forget to complete each one of them?				
27.	Can you get started on a task without having a warm-up period?				

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WHAT ARE SOME OF THE PART-TIME JOBS THAT ARE AVAILABLE TO ME AND HOW DO I GO ABOUT FINDING THEM?

OBJECTIVES OF PROJECT:

1. To make students aware of some of the kinds of part-time jobs that are available to them.
2. To help students know where to look for part-time jobs.
3. To give helpful guidance in filling out application blanks and preparing for the job interview.

DATA FOR DISCUSSION:

The part-time work you can get depends upon your own skills and abilities, the opportunities in your particular community, the union regulations, and the labor laws of your state. Here are some suggestions as to the kinds of jobs you might obtain:

1. Some part-time jobs for teenagers
   - a. Delivering orders, reading and checking stock, serving sodas in drug stores, packaging and wrapping merchandise.
   - b. In restaurants, working as waiters, bus boys, and dishwashers.
   - c. In industries furnishing amusement, working as pin boys in bowling alleys, as theater ushers, and as assistants or attendants in skating rinks.
   - d. Serving as caddies on golf courses.
   - e. In canneries and other kinds of food processing plants, preparing fruits and vegetables, pasting labels, and doing the general laborer's and helper's work.
   - f. Working as telegraph messengers.
   - g. Doing errand work in many industries and for private individuals.
   - h. In agriculture, working on seasonal crops that need many hands to plant, cultivate, and harvest.
   - i. On construction jobs, working as helpers or water boys.

j. Doing housework or working as baby sitters.

k. Working as mail clerks, file clerks, shipping clerks, stenographers, salesclerks, and bookkeepers.

l. Operating machines in textile and other factories.

m. Doing odd jobs around the house and in the neighborhood.

n. Repairing toys, bicycles, broken windows, and window screens.

o. Washing, painting, or waxing cars, windows, floors, and woodwork.

p. Cutting grass and removing snow.

q. Cleaning gutters, basements, and attics.

r. Serving as gas station attendants or newspaper boys.

s. Darning, mending, changing hems, and doing simple alterations on clothing.

t. Assisting in beauty shops after obtaining 500 hours of school training and securing a student permit.

2. Finding part-time jobs

a. How to look

(1) Contact relatives, friends, and former employers.

(2) Use the yellow pages of the telephone directory.

(3) Visit places of employment inperson, especially local establishments.

(4) Make up a part-time-job letter campaign.

(5) Phone employers for interview appointments.

(6) Read the want ads in local newspapers.

(7) Place situation-wanted ad in local newspapers.

(8) Make out application at state employment office.

(9) See your school counselor or placement officer.

(10) Check bulletin boards in industries, supermarkets, post offices, libraries.

(11) Apply at local private community counseling and placement agencies.

(12) Call on specialized part-time employment agencies.

(13) Contact your local chamber of commerce and bank for leads.

(14) Apply at private commercial employment agencies.

(15) Read classified ads in trade and professional magazines.

(16) Call at offices of professional and trade associations.

(17) Call at offices of local unions.

b. Completing the job application form

(1) Write your answers neatly. Make them short and to the point.

(2) Check your answers for correct grammar, punctuation, and spelling.

(3) Double-check all dates and events for accuracy.

(4) Give as references those who have first-hand knowledge of your abilities, interests, and personality. (Do not list relatives.)

(5) Be sure you have permission before using a person's name as a reference.

(6) Check to be sure that you have carefully followed all the directions on the application form.

(7) Check to be sure your answers clearly show your qualifications.

c. The job interview

(1) Sell yourself to your future employer before asking questions about salary, opportunities for advancement, etc.

(2) Be neat and conservative in your dress.

(3) Let the employer do most of the talking.

(4) Come prepared for the interview. Know something about the company's services or products.

(5) When you return home after the interview, send a letter of thanks to the employer expressing appreciation for the interview.

(6) Follow through with a personal call within a few days.

d. Before accepting a part-time job determine

    (1) Hours of work
    (2) Number of days you are expected to work
    (3) Whether the job is permanent or temporary
    (4) Starting and maximum hourly pay scale
    (5) Whether the job will mean working alone or with other people
    (6) Travel connections to and from place of employment
    (7) Whether the work is indoors or outdoors
    (8) Whether the work is hazardous
    (9) Whether you must sign a contract or agreement
    (10) To whom you will be responsible on the job
    (11) Any vacation, with or without pay
    (12) Opportunity for advancement
    (13) Opportunity to learn on the job

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the class make a list of all the kinds of part-time work done by high school students whom they know.

2. In the classified section of the telephone directory, have the students find names of employers who might be able to hire some members of your class for special holiday, vacation, weekend, and afternoon jobs. Volunteers may interview these employers about job possibilities and report to the class. Other members may visit the local chamber of commerce and the nearest state employment office to get information about job opportunities for young persons in the community.

3. Prepare a bulletin board of newspaper clippings concerning the opening of new business places in the community that might present job possibilities for young people. Also post advertisements from the "Help Wanted" columns of your local newspapers showing jobs available to boys and girls.

4. Obtain copies of sample application blanks for jobs in business and industry. Have the students practice filling out these forms neatly and accurately. Have them write small enough to get all the information in the space allowed.

5. Bring in some sample letters of application that show good form and discuss them and show them to the class. Have the students write a letter of application to an employer in some occupational field that interests them. Ask them to include information about their interests and abilities, about any previous work experience they have had, as well as personal information, and the names and addresses of two or three references. Discuss some of these in class without mentioning the names of the writers, and ask for suggestions for improvement.

6. Take the role or have a student take the role of a prospective employer. Have the students sell themselves to the employer and be prepared to answer questions concerning the amount of education they have had, their interests, health, work experience, reasons for leaving last job, and any physical disabilities or limitations which they may have. Have the class comment on the conduct of the applicants and offer suggestions for improvement.

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HOW DO I GET MY WORKING PAPERS AND SOCIAL SECURITY NUMBER?

OBJECTIVES OF PROJECT:

1. To inform students of the procedure for applying for working papers.
2. To inform students of the procedure for obtaining a social security number.

DATA FOR DISCUSSION:

1. Working papers

    a. Get proof of your age. Documents that show legal date of birth include birth certificates, baptismal and Bible records, and school census records.

        (1) Employers who hire young workers in violation of the Federal Fair Labor Standards Act or the State Child Labor Law are subject to the penalties of the law. To protect themselves from unintentional employment of minors who are younger than they claim to be, they require a birth certificate.

        (2) A birth certificate may be obtained from your county health office or by writing to the Bureau of Vital Statistics, State Board of Health, at the capital of the state in which you were born.

        (3) In applying for a birth certificate, give your name, town, and county of birth, date of birth, name of your father, and maiden name of your mother.

    b. Get a printed form from your school, which may be called "Promise of Employment."

    c. Have this form filled out and signed by the prospective employer.

    d. Take proof of age and the job offer form, completely filled out, to the school person who issues permits. Your school principal or counselor will direct you to the office of the person in your city who issues the employment certificate.

e. You must also have a doctor's certificate indicating that you are physically able to work. In some communities the office issuing working papers has a doctor who gives physical examinations for the purpose of obtaining working papers.

f. You are also required to have a statement from the principal that you have completed a certain grade in school and that your working will not interfere with your school progress. Your principal will not sign such a statement if your grades are so poor that in his judgment working will harm your school record.

g. After you get the work permit, take it to your employer. He keeps it as long as you work for him.

h. You must obtain a new work permit when you change your job or your employer.

2. Social security number

Regardless of your age, you will need a social security number for almost any kind of work. The Social Security Law provides that a small amount be deducted from the salary of each employed person covered by Social Security. The sum the employee is required to contribute is matched by an equal amount paid by the company he works for. Thus, the government builds up a fund out of which benefits will be paid to any person who becomes eligible for them because of unemployment, old age, disability, or death.

The procedure for getting a social security number is as follows:

a. Go to the nearest office of the Social Security Board and ask for a blank called "Application for Social Security Account Number." If there is no office near you, get an application card at the post office and mail it in.

b. After you have filled out and returned this blank, you will receive an identification card showing your name, address, account number, and the date upon which it was issued. The account number is your social security number.

c. For most jobs you will be required to list this number on the employment application form. Although you give this number to the person who hires you, you always keep the card itself. Should you lose the card, another may be secured from the Social Security Board.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have several of the students visit the Guidance Office to find out the necessary steps to take in securing working papers. Have them also find out the location of the office where work permits are issued and report their findings to the class.

2. Obtain copies of the forms used when applying for employment certificates and have the group examine them carefully.

3. Find out from your local post office the address of the nearest Social Security Administration field office. Send a representative or ask the class secretary to write for sample application forms and for answers to any questions concerning social security that have been brought up by the class as a result of this project.

4. Have a member of the class write for a copy of HOW TO OBTAIN BIRTH CERTIFICATES, U. S. Government Printing Office, Washington, D. C., 1956. This leaflet contains a table showing where to apply for birth certificates in each state and the cost of securing certified copies.

5. Arrange for a small group of students to visit the work certificate office and go through the actual procedure of securing a work permit. Other small groups may make similar trips to the State Employment Service and the local Social Security Administration office. When they return to school, they may dramatize the procedure before the class.

6. Discuss the importance of a good school record in order to have the working papers approved by the school.

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WHAT LEGAL PROTECTION DO I HAVE AS A PART-TIME WORKER?

OBJECTIVES OF PROJECT:

1. To acquaint students with some of the provisions of the Federal Fair Labor Standards Act and with the recommendations of the National Child Labor Committee.
2. To help students become aware of the child labor laws in this state.

Because there are some employers who are willing to take advantage of young workers if they can get by with it, students should become thoroughly familiar with the child labor laws that protect them from long hours, dangerous work, and unfair wages.

DATA FOR DISCUSSION:

1. National protection

   a. The national government has no control over the working conditions of any young people except those employed in firms which do business in more than one state. Such firms are now covered by the Federal Fair Labor Standards Act. This law, better known as the Wage and Hour Act, sets a basic minimum wage of $1.25 an hour.

   b. The Fair Labor Standards Act prohibits persons under eighteen from being employed in jobs that may be dangerous to their health or morals. These include jobs

      1) in places serving liquor
      2) on power machinery
      3) in plants making paint, cement, dangerous chemicals, and explosives
      4) on construction and scaffold jobs
      5) painting
      6) in foundries, quarries, and sawmills
      7) welding, soldering, or heat-treating
      8) grinding or polishing with abrasive emery wheels
      9) on electric light and power lines or on inside wiring and meters
      10) operating elevators or hoists
      11) where there is exposure to radioactive substances
      12) butchering and meatcutting
      13) as a truck tractor driver

14) where there is dust, poisonous gases, lead fumes, or sand blasting
15) as a public messenger if you are a girl

c. The Federal Fair Labor Standards Act also prohibits persons under 16 from the following jobs:

1) all jobs mentioned in the preceding section
2) jobs in bowling alleys
3) jobs in theaters and dance halls
4) jobs covered by federal laws during school hours

d. The National Child Labor Committee recommends the following as good standards for young workers:

1) Minimum age

For afterschool and vacation work	14 years
For employment during school hours	16 years
For jobs in manufacturing	16 years
For hazardous occupations	18 years

2) Maximum hours of work

Minors 14 through 17 years:
8 hours a day, 40 hours a week

Minors 14 and 15 years, attending school:
3 hours on school days
18 hours during a school week

Minors 16 and 17 years, attending school:
4 hours on school days
24 hours during a school week

3) Night work prohibition

Minors 14 and 15 years:
No work after 6 p.m. and before 7 a.m.

Minors 16 and 17 years:
No work after 11 p.m. at any time or after 10 p.m. on school days

2. State protection

a. Your state has its own child labor laws. There is very little government control over workers in agriculture, and private domestic service, except for the compulsory school-attendance laws.

   b. Your state regulates factory work more strictly than any other form of employment.

   c. Besides the child labor laws, the state's minimum wage law names the lowest wages that employers may pay for certain types of work.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Obtain copies of the Federal Fair Labor Standards Act and of this state's Child Labor Laws from the U. S. Department of Labor, Washington, D. C. Also, get a brief analysis of this state's Child Labor Laws from the National Child Labor Committee. Have the students study the particular regulations that apply to their own age.

2. Cite cases in which, to your knowledge, young persons have been allowed to work in violation of child labor laws. Then ask the group questions such as these:

   a. What is your opinion of an employer who will overwork and underpay youthful workers?

   b. Why do teenagers sometimes take jobs that they know are illegal?

   c. Does the school have a responsibility in such cases?

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HOW DO I LOOK FOR A JOB?

OBJECTIVES OF PROJECT:

1. To make students aware of the placement services of their own school.
2. To show various other ways of finding jobs.

After graduation from high school the first concern for most of our students will be to get and hold a good full-time job. Knowing where to look will help make this easier for them.

DATA FOR DISCUSSION:

Here are several suggestions to assist you in your job hunt:

1. Consult your school placement office or your shop instructors

   The school's placement agency has many advantages for you. Employers who are looking for beginning workers frequently turn to the school. They realize that the school, better than any other agency, has a thorough knowledge of its pupils and their potentialities for certain kinds of jobs. One of your first steps then should be to talk with your counselor or with your shop teachers.

2. Ask friends and relatives for help

   They know in advance when resignations will cause vacancies in their company or when additional help is to be hired due to expansion. They can tip you off to job openings so that you can make your application before the employer consults public or private employment services or places ads in the "help wanted" section of the daily newspaper. If your friends or relatives have good employment records and are held in good esteem, they are likely to be consulted for suggestions on available workers.

3. Consult the state employment service

   If you have a definite vocational goal in mind plus the requisite training for the job, the office will attempt to place you in a suitable job. One of the big advantages of the state employment service is that it is thoroughly familiar with the job market in your community.

4. Consult private employment services

Some private agencies operate by having the employer pay a fee for securing the kind of worker that is wanted. For the most part, however, the job applicant pays the fee for securing the position. Usually, this is a percentage of the beginning salary. It is always a good idea to investigate the reputation of any private employment agency before registering with it. Particularly take care to read the contract that they may require.you to sign.

5. Read the daily newspapers

Every daily newspaper carries a "classified ad" section, one part of which lists jobs that are available. Most ads are placed in the paper by employers who are in need of help, but a good many are placed by private and public employment services that list the kinds of placement opportunities they have on file.

Keep an eye on "help wanted" advertisements, and articles on new industries and businesses that are developing in your "work community."

When you decide to answer an ad, it is important that you get in touch with the employer as quickly as possible, whether by telephone, letter, or personal application. Usually, the ad instructs you how to get in touch with the employer.

Consider also the possibility of placing a "situation wanted" ad in the paper. In this kind of ad, you let it be known to employers that you are seeking a certain kind of position and that you have certain skills and abilities. Employers, too, read this section of the paper, and therefore an ad is often a good means for you to get together.

6. Go to union hiring halls

Job placement through union organizations is steadily increasing, although the practices vary from city to city, from industry to industry, and even among local unions of the same trade organization.

Applicants seeking employment in an organized union field should contact the business agent or some other representative of the union. He will have information about apprenticeships, probationary requirements, methods of hiring, and job opportunities in the field.

7. Watch for Civil Service announcements

Most government positions, particularly at the state and federal level, operate under civil service policies and regulations. This means, in brief, that positions are filled by means of competitive examinations. Federal, state, and municipal civil service commissions periodically post announcements of vacancies.

The notices describe the duties and qualifications, salary, and other pertinent information, as well as the procedure for applying. If you are interested in working for the government, you will find notices about federal government jobs posted in your local post office or federal building. Announcements of state government jobs are posted in the state capital or state office buildings, as well as in state employment offices. Notices of municipal government jobs may be found in the city hall or municipal building.

8. Other sources of help in getting the job

The YWCA and YMCA, Kiwanis clubs, professional associations, social service organizations, and many other groups can be helpful to you. Some of these have well organized job placement services, while others operate on an informal basis.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the school placement counselor speak to the students about job openings available through the school and the services the placement office stands ready to render now and in the future.

2. Ask the students to interview their own parents regarding how they chose their vocations and got their first jobs. Here are some samples of questions that might be asked:

   a. What job-finding problems did you have to solve?

   b. What kind of help was available to you in those days?

   Have them report their findings to the group.

3. As a special assignment, have one or two students check the post office and possibly state and city offices for notices of civil service examinations and jobs. You may have them interview a local representative of the Civil Service Commission or have him speak to your class.

4. The larger business organizations often have booklets telling about company rules, company policies, opportunities for advancement, and so forth. These booklets are given to each new employee. You may be able to secure some such booklets for your school library or guidance table. These may be valuable leads for those looking for jobs.

5. Invite different union representatives to speak to the class regarding employment opportunities for graduates in their particular field.

6. For several days have the students clip "situations wanted" advertisements from newspapers. Ask them, "If you were an employer, which individuals would you ask to fill out application blanks or come for an interview?"

7. Invite a young person who has just secured a job to tell the class how he did it.

8. Decide the answers to the following questions through group discussions:

    a. What use should you make of employment offices as contrasted with direct job hunting?

    b. Should you ever pay a percentage of your salary as a fee for being placed in a job? Why?

    c. How much use should you make of "pull" or personal influence?

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HOW DO I APPLY FOR A JOB?

OBJECTIVES OF PROJECT:

1. To give students a knowledge of how to apply for a position.
2. To emphasize the important details of the application.

Students can spoil their chances for employment by not knowing how to apply for a position. The time to teach them how to apply for a job is just before they will be required to do so.

DATA FOR DISCUSSION:

1. Prepare for the application before you actually apply.

    a. Develop a healthy appearance.

    Obviously, you cannot bring this about a day before you apply for a job. This must be done by systematic health habits developed early and practiced persistently. How are your teeth? How is your scalp? How is your complexion? Be sure that you know the etiquette of good dress and conduct.

    b. Have the proper state of mind.

    Employers are not impressed with the individual who wants only the good jobs, i.e., who wants to start "at the top." You should be ready to take any job that has opportunities for advancement. Remember that the firm that hires you is gambling on your value, so you should be willing to take any job within reason to prove that you are a productive worker. What can you give to the job? Can you make this clear to the employer?

    c. Don't feel that you are too good for the job.

    People with this attitude seldom obtain jobs, and, if they do, are rarely liked by either employers or fellow workers. There is no disgrace in any kind of job as long as you "put yourself into" the job sincerely and with respect for yourself. It isn't the job but the way we do it that determines whether we are a success or not.

d. Get a recommendation from someone capable of judging you.

Perhaps someone at school or an employee can speak to the employment director about you. If you choose an employee to recommend you, be sure to choose one who is successful and in good standing.

2. Write a letter of application.

   a. Use white stationery. The letter should be folded as demanded by the size of the stationery used. Use either blue or black ink, or type if you can.

   b. Include the following in the approximate order given:

      (1) State the job you wish to apply for and how you heard about it.

      (2) Give your experience.

      (3) Give your training.

      (4) Ask for a personal interview.

   e. General hints on application letters follow:

      (1) Be sure your letter is neat.

      (2) Avoid overuse of the word "I."

      (3) Do not make the letter too long. The shorter it is the more apt it is to be read.

      (4) Consult your English teacher on the proper form for letters.

      (5) Avoid mentioning salary. This can be handled much better in the personal interview.

      (6) Be sure that you have spelled the address and name correctly.

3. Plan for the personal interview.

   a. Dress carefully before going for an interview.

This does not mean expensive clothes, but rather clothes which are clean and in good taste. Shoes should be shined and you should appear neat. Girls should avoid a lot of make-up. Do not chew gum during the interview.

b. Watch your English at all times.

Avoid current fads of pronunciation and slang.

c. Tell the personnel manager what type of job you want.

After that, be sure to answer all questions completely and frankly. Frankness is one thing interviewers look for in the interview. Do not be too modest. If you are asked whether you can do certain things, answer as you believe and give the evidence for the belief. When the interview is finished, thank the interviewer and walk out.

d. Follow up the first interview after the lapse of several days with another personal call, and still another if the job is still available.

You must convince the employer that you are really interested in working for the company. Be brief at this time because your only purpose is to keep yourself in the manager's memory.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. "What kinds of jobs should we aim for?" "Should we be willing to start at the bottom?" "Is it a disgrace to do certain kinds of work?" A discussion of these questions will help settle the state of mind of each member of this group.

2. Have each student actually write a letter of application on correct stationery and have it folded and addressed. Choose typical letters and have the group comment on their strong and weak points.

3. Students can dramatize the interview by having one student be the employer and another the applicant. The student taking the part of the employer should have an interview with an employment manager beforehand and ask him for suggestions on questions to be asked.

   If possible, each student should be given a chance for a practice interview. If there is a teacher in the building whom the students do not know too well, perhaps he could take the employer's role.

4. Secure sample application blanks. Have each student complete one. Go over them with each student for completeness of information, accuracy, spelling, grammar, and writing.

5. This project will take quite a bit of time and justly so. The school should prepare the student for this need as carefully as it tries to present academic and shop materials.

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VISUAL AIDS:

FINDING THE RIGHT JOB, Coronet

YOU AND YOUR WORK, Coronet

WHAT SHOULD I DO WHEN STARTING A NEW JOB?

OBJECTIVES OF PROJECT:

1. To help students to make a good first impression on the new job.
2. To impress upon the students what an employer is looking for in the performance of the new employee.

The first few days or the first few months at work can be the most important time in the working career of your students, because first impressions are often lasting. A project such as this one will help them understand what is expected of them on the new job.

DATA FOR DISCUSSION:

During your tryout period, your boss will be observing you and making judgments as to the kind of person you are and what you may be like in the future. Of equal importance, your co-workers will be looking you over. They probably have been in the organization for a long while and have developed a good working team. . They will measure you in terms of how well you fit into the team--whether you contribute to it or will be a disrupting influence. The judgment of your experienced fellow workers is important, for many of them are close to the boss. Frequently, they influence his decisions and points of view.

Here are a list of things to remember on the first day on the job. They are things to keep in mind and habits to practice while you are establishing a beachhead. As a matter of fact, they are principles that should always govern your job conduct--first day or tenth year.

1. Be ahead of time always.
2. Listen to all instructions carefully. Ask appropriate questions if you do not understand the directions.
3. Be friendly to all fellow employees, but don't use the back-slapping approach even when you get to the point where you are accepted.
4. Watch fellow employees' methods of doing things, and ask them for suggestions and help when needed, but don't overdo it.
5. Don't try to grasp the whole business at once; proceed slowly if necessary, but thoroughly and patiently.

6. Be systematic in what you do. Have a plan of operation. On the way to work figure out a plan for doing the things you have to do.

7. Don't be too familiar with department heads. Unless you can "deliver the goods," this won't help in holding a job or advancing on it.

8. When you make a mistake, don't try to cover up. Report it to the boss and learn how to do it right.

9. Don't over-talk with fellow employees on the job. Respect the fact that they have a job to do and don't appreciate interference.

10. Don't be a clock watcher. The first few days will go slow, but after that you will find that there isn't enough time to do your job--that is, if you are really on the ball.

11. Learn the organization's rules and regulations. You can avoid many pitfalls if you know the company's policies.

12. Get enough rest each night so that you will be alert on the job and be able to do it cheerfully.

13. Don't be in a hurry to leave at the end of the day. The executive seldom leaves when the whistle blows. Help clear away the stock or get the office in order for tomorrow's work.

14. Don't ask unnecessary questions; think for yourself.

15. Be courteous.

16. Don't forget to smile and contribute to the general "climate" of the room in which you work.

17. Learn the names of department heads and your fellow employees.

18. Keep your body clean.

19. Keep busy.

20. Return promptly from lunch.

21. Be patient.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Invite an employer to tell the class what he expects in the way of conduct from new employees.

2. Have the class list all the ways of making a good first impression on the job.

3. Tell the class about people you know who were asked to leave their jobs shortly after employment because of poor work habits or personality traits. Discuss some of the reasons for their discharge.

4. Have those students who are employed part-time tell how they conducted themselves during their first days of employment.

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VISUAL AID:

HOW TO KEEP A JOB, Coronet

HOW DO I HOLD A JOB AND ADVANCE IN IT?

OBJECTIVES OF PROJECT:

1. To offer suggestions that may help students increase their chances for success on the job.
2. To help students avoid the mistakes that often prevent them from receiving favorable consideration when promotions are available.

When the students have been successful in securing a job, they have only opened the door to their occupational life. They face a new pattern of living, different from school life or home life. It is important that they learn how to live with the new routine so that they will make sure of holding the job and being happy with it, as well as advancing in it.

DATA FOR DISCUSSION:

After you have secured a job, there is no guarantee that you will hold the job, for ability and training for the job are but two of the many factors contributing to success. The vast majority of workers who are fired lose their jobs not because they lack the ability to do the work for which they were hired, but rather because of personality faults and poor work habits in general.

Many of those who lose jobs cannot adjust to the routine life of an office or a factory. Others cannot take orders or cooperate with their superiors or with their fellow workers. Some are careless, others are habitually late. Many allow personal habits and weaknesses to interfere with their tasks. Some workers whose undesirable personality characteristics are not so glaring manage to hang onto their jobs. They may be tolerated because the employer cannot find other workers to replace them, but they will not make any progress in the job or in the organization for which they work.

The pointers listed below may be helpful to you in holding a job and getting ahead in it.

1. Each person slowly builds up a reputation, good or bad; and, when the opportunity comes for promotion, you stand a good chance if your reputation and performance have been good.
2. Do everything you have to do better than you have to do it.
3. If your reputation and performance have not come up to expectations, you will probably stay on a lower job indefinitely.

4. The most single useful trait you can have is the ability to absorb everything the boss throws at you, and ask for more.

5. The real work of the world is not done by the people who are always watching the clock.

6. Willingness to accept responsibility probably ranks next to desirable character traits.

7. Initiative is extremely valuable, but when misapplied does untold damage. It's a good thing to channel initiative, in most cases, to your immediate superior in the form of suggestions.

8. Your boss usually appreciates your initiative and energetic participation in community activities, such as Boy Scouts, Sunday School, or any other activity which appeals to you, but not to the extent of lessening your value to the company.

9. Self-improvement is an important factor in getting ahead. Consult your boss for suggestions on this.

10. Personal appearance is another factor which either aids or hinders advancement.

11. Develop the habit of being a good listener.

12. Get along with your boss, not by "pull," but through your own merits in getting the job done to the best of your ability, the way he wants it done.

13. Loyalty to your employer is a must.

14. Follow office or shop rules.

15. Get along well with co-workers. To be liked and respected by them is a distinct asset.

16. Respect co-workers' opinions and never allow any argument, no matter how hot, to involve personalities.

17. Be careful never to embarrass a co-worker.

18. Poor personal habits deter promotion. Drinking, gambling, careless handling of the truth, and poor grooming are near the top of the list.

19. If you hold unusual views on matters which may offend others, do not make enemies by attempting to convert them. Be discreet.

20. When you accept a position, do it with the idea of giving it a fair chance. It's a good idea to stay on the job for at least one and a half or two years. During that time you will have had time to learn the job and sell yourself to the people in charge.

21. If you are convinced that you can make nothing more of your present job, don't resign until you have found a new job. When you apply for a job while you are out of work, doubts usually arise in am employer's mind. He wonders why you haven't got a job, and why you haven't found another yet.

22. You should always give your present employer at least two weeks' notice so that he can replace you. It's only courteous. If you don't give adequate notice, you're not very likely to get a good reference when a new employer calls.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Lead the class in a discussion of "Personality traits that help you to keep a job." List the desirable traits on the blackboard and make a check list or inventory, following the plan suggested below.

   Have each student complete his own self-evaluation. Tabulate results and discuss how an individual might improve each of his personal characteristics. An additional evaluation can be made for each student by some other student. Tabulate results and compare with the evaluation made by the student himself. If there are differences, how do you account for them? Do others see us in the way we see ourselves?

TRAITS	Always	Usually	Sometimes	Never
Sense of humor				
Agreeable				
Cooperative				
Tactful				
Honest				
Dependable				
Patient				
Resourceful				
Accurate				
Interested in people				
Etc.				

2. Describe a person who didn't get promoted and tell why he didn't.

3. Describe or have the students describe the rapid rise of someone and explain how it was accomplished.

4. Invite an employer to tell the class what he expects of the employee who is to be promoted.

5. Discuss and list all the ways of studying and learning while working.

6. Through group discussions, have the class decide the answers to the following questions:

   a. Should you depend upon good work or upon personality and your ability to please others as your main means of promotion?

   b. Should you ask for a raise or wait until your fine service is noticed?

   c. Should you try to force a raise by getting a better offer elsewhere?

   d. How much of an "apple-polisher" should you be?

   e. How can you bring your good work to the attention of the boss in a dignified way?

   f. Should you ever give up one job before you get another?

   g. When is it better to quit the old job and start in another firm?

   h. How valuable is the good will of the old employer after you have left him and started to work for a new one?

   i. How much school work or evening study should you attempt after you go to work?

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VISUAL AIDS:

HOW TO KEEP A JOB, Coronet

THE NATURE OF A JOB, Educational Services

HOW SHALL I PLAN FOR FUTURE EDUCATION?

OBJECTIVES OF PROJECT:

1. To help the student plan for further education.
2. To help the student evaluate and understand the requirements which he must meet if he is to receive education beyond high school.

Recent studies of our changing culture and economic system indicate that education beyond high school will be almost necessary to get a job or just to live. This education will continue throughout life with courses in adult education being taken at various periods in order to "retool" vocationally or to catch up with the rapidly changing world.

It is increasingly important that teachers and counselors encourage students to remain in high school and graduate. It is also important that they encourage some form of education beyond high school, depending on the ability and interests of the student involved. The academic abilities and aptitudes of each student should be studied early in high school, and all those showing the capacity should be encouraged to attend technical schools, junior colleges, business schools, university extension, and, of course, college itself.

DATA FOR DISCUSSION:

Those planning further education should answer the following questions:

1. What type of school should I attend upon graduation from high school?

   The factors to consider include the student's intellectual or academic interests, vocational preferences, aptitudes, and financial problems which he may face.

2. What high school subjects are necessary preparation for entrance in the school I wish to attend after high school?

3. How can I pick a college?

   In 1960 there were 1713 4-year colleges in the United States which granted undergraduate degrees. By 1970 there will be more. The counselor and the teacher should try to help each student select the type of school he will find best suited to his needs and then identify a dozen or more colleges of this type from which he can choose several to apply to.

4. What scholastic standing in high school is necessary for entrance to college?

It is said that, at present, rank in the high school class is the most important factor in determining who is admitted to many colleges. Another factor is a college aptitude test. (The test used will vary with the high school administering the test, or with the college administering a test to all freshmen applicants, but the rank on a college aptitude test is a close second to the grades achieved in high school.) Students should understand what is expected of them academically in high school if they are to enter college.

5. What can I expect to earn when I have finished my training beyond high school?

The occupations requiring college or technical education should be analyzed. The student may wish to make his vocational choice on the basis of time of preparation and annual income following preparation. Perhaps most of the students in the vocational and technical high schools will prefer to forego the long preparation involved in college for the immediate earning power of some vocation for which a lesser amount of preparation is demanded, but they should know that there is often a lower ceiling for a person with only high school education.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The material under DATA FOR DISCUSSION should be discussed.

2. A group of students who wish to attend college may prepare a study of how many junior and four-year colleges are within a 50-mile radius of home, how many are in the state, and their cost.

3. Students not interested in college can prepare a report on the other kinds of post-high-school education in the state, listing all technical schools for various occupations, etc., and their cost. Be sure they are aware of and include the opportunities for post-high-school training in our own vocational and technical high schools.

4. An analysis of college requirements in, for example, six widely different colleges may be made from a study of their catalogs.

5. Perhaps men in various trades, businesses, and a recent graduate of your high school who has graduated from college can be persuaded to talk with the class.

6. An analysis of the changes in several vocations during the past 15 years can be made. Point up the need for continuing education to "keep up" in the next 15 years.

6

7. The students should now make tentative plans for the entire high school years, based on the requirements of their plans for future education.

8. Have those who are planning further education after high school fill in the following forms:

   Say: "You will find the following charts helpful during your time of preparation and decision. These questions will serve as a guide for thought and for action. Your specific questions and problems should be discussed with your counselor."

ARE YOU PLANNING POST-HIGH SCHOOL EDUCATION?

	Yes	No
1. Do you have good reasons for going?		
2. Are you meeting all entrance requirements of the schools of your choice?		
3. Does your vocation require further training?		
4. Can you meet expenses for at least one year?		
5. Are your marks high enough for entrance to the schools of your choice?		
6. Do you have good study habits?		
7. Are you in good health?		
8. Do you enjoy serious reading?		
9. Do you have a good working vocabulary?		
10. Do you participate in school activities?		
11. Can you think and act independently?		

Every "Yes" answer will contribute to your success in post-high school education. The "No" answers will be handicaps to you. If you make up your mind to work on your weaknesses, you can do a great deal to ready yourself for the demands of your future school life.

Now fill in the answers to the following questions after you have studied a school catalog to determine whether you have found out all you need to know.

HOW WELL DID I STUDY THE SCHOOL CATALOG?

1. Name of school ______________________________

2. Address of school ____________________________

3. Is there a campus? ___________________________

4. Are the students provided with dormitories? ____________

5. What is the enrollment of the institution? ______________

6. State the tuition fee per year ____________________

7. State the charge for board and room ________________

8. What are the total annual expenses? _______________

9. Give the NAME and TITLE of the person to whom inquiries for information about admission should be addressed ____________

10. Methods of admission

	Yes	No
a. Is the College Board Scholastic Aptitude Test required?	___	___
b. Are any other College Board Examinations required?	___	___
c. Does the school administer its own entrance examinations?	___	___

   d. Must you attain certain grades in order to be considered for admission? ___ If so what? ____________

   e. Are students admitted on high school diploma alone? ________

11. Subject requirements for admission

	Yes	No	How many years?
a. Is there a language requirement?	___	___	_______
b. Is there a mathematics "	___	___	_______
c. Is there a science "	___	___	_______
d. Is there a history "	___	___	_______

   e. Total units required? ______________________

   f. How many units are restricted? ________________

   g. How many units are electives? ________________

12. Does this school offer the courses you wish to take? ________
List at least six.

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WHY DO I HAVE TO SERVE IN THE ARMED FORCES?

OBJECTIVES OF PROJECT:

1. To help students understand why military service is essential to their own welfare, as well as to that of the nation.

2. To develop positive attitudes regarding military service.

These projects on military service are written on the assumption that the draft or some other form of compulsory military service will continue to be a fact of life for Americans for some time to come. The prospect of military service complicates planning for jobs, for college, and for marriage, and raises many questions in the minds of young people who are trying to make decisions about their future. It is hoped that the information in the projects on the armed services will help them make better, more informed decisions.

DATA FOR DISCUSSION:

1. Responsibilities in our democracy

As you come to realize how much emphasis is placed upon the individual in a democracy, you can see that you have real responsibilities as well as privileges. You realize that, if you are to receive, you must also give. Democracy depends upon individual contributions in leadership and in service, military and civilian, as well as upon the day-by-day actions of the people served.

Decency, sanity, courage, honor, hope, conscience, sympathy, and sacrifice--each is a part of the service individuals must give to democracy. Such ideals are not impractical. They are the strength which makes our country great. Free people serving such ideals with a clear vision will fight in the defense of freedom. Free people know that many have been trampled under military dictatorships and that others will be trampled unless an adequate defense is maintained. They are, therefore, willing to accept the responsibilities of freedom. One of the most necessary of these responsibilities is to defend freedom with their lives if the need arises.

2. The Universal Military Training and Service Act

The Congress of the United States, in passing the Universal Military Training and Service Act, set up the requirement that every young man between the ages of 18 and 26 is subject to a call to serve in the armed forces, provided he is physically, mentally, and morally qualified, and is not exempted for a definite reason as defined in the law.

In Section 3, entitled "Registration," the law says:

"Except as otherwise provided by this title, it shall be the duty of every male citizen of the United States, and every other male person now or hereafter in the United States, who, on the day or days fixed for the first or any subsequent registration, is between the ages of eighteen and twenty-six, to present himself for and submit to registration at such time or times and place or places, and in such manner as shall be determined by proclamation of the President and by rules and regulations prescribed hereunder."

All men upon reaching eighteen years of age must register except those already on active duty in the armed forces, i. e., those who have enlisted before their eighteenth birthday.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Set up a panel of students to discuss the meaning of such words as "rights," "privileges," "duties," and "obligations." This discussion should lead toward the development of a philosophy that can be held in the face of the strains and conflicts in ideas and opinions today.
2. Invite one of the teachers in your school to discuss what democracy means to him after having served his country overseas.

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VISUAL AIDS:

ARE YOU READY FOR SERVICE?, Coronet

GETTING READY EMOTIONALLY, Coronet

GETTING READY MORALLY, Coronet

GETTING READY PHYSICALLY, Coronet

MILITARY LIFE AND YOU, Coronet

SERVICE AND CITIZENSHIP, Coronet

STARTING NOW, Coronet

THE NATION TO DEFEND, Coronet

HOW DO I REGISTER FOR THE ARMED FORCES?

OBJECTIVES OF PROJECT:

1. To help students develop a broad base of understanding concerning military registration.

2. To develop an understanding of the different draft classifications.

Laws and regulations concerning military service change rapidly. Also, they are complex. The teacher must supplement the basic material with the most recent material that is available.

DATA FOR DISCUSSION:

1. The procedure

   a. When you reach your eighteenth birthday, or within five days thereafter, go to the nearest Selective Service Local Board to register. You will complete a registration card on which will be written your name, address, occupation, birth date, etc. Every registrant is given a selective service number which identifies him and indicates the state and the local board with which he is registered, as well as his year of birth and his priority among other men born in the same year registered with his local board.

   b. If you are away from home at the time of your eighteenth birthday, go to the nearest Selective Service Board and register there. That board will forward the registration to the proper board in the state in which you reside. The obligation to register is defined by Federal law and must be obeyed. If you are in a foreign country, go to the nearest United States Embassy or Legation to register.

   c. Once your file is established with a local board, that board remains your draft board regardless of where you and your family may live. Any change of address must be reported to your board by letter.

2. The registration number

   a. The registration number is a composite of four numbers, for example, 28-32-47-166. The first number (28) represents the numerical position of the state in the Selective Service roster.

b. The second number (32) indicates the registrant's local board within the state.

c. The third number (47) shows the last two digits of the year in which the registrant was born.

d. The fourth (166) states the number assigned to the registrant by his local board.

3. Draft classification

a. Once you have registered, you will receive by mail a classification questionnaire. The information provided by you on this form and any additional evidence you may wish to submit will be used in determining your draft classification. The questionnaire must be returned within ten days of the date on which it was mailed to you.

b. Each registrant will be placed in one of the following classes:

CLASS I

Class I-A	Available for military service.
Class I-A-O	Conscientious objector available for noncombatant military service only.
Class I-C	Member of the Armed Forces of the United States, the Coast and Geodetic Survey, or the Public Health Service.
Class I-D	Member of the Reserve component or student taking military training.
Class I-O	Conscientious objector available for civilian work contributing to the maintenance of the national health, safety, or interest.
Class I-S	Student deferred by statute.
Class I-W	Conscientious objector performing civilian work contributing to the maintenance of the national health, safety, or interest.

CLASS II

Class II-A	Registrant deferred because of civilian occupation (except agriculture and activity in study).
Class II-C	Registrant deferred because of agricultural occupation.
Class II-S	Registrant deferred because of activity in study.

CLASS III

Class III-A	Registrant with a child or children whose birth or conception was officially reported to the registrant's local board prior to August 25, 1953; and registrant deferred by reason of extreme hardship to dependents.

CLASS IV

Class IV-A	Registrant who has completed service; sole surviving son of family in which one or more sons or daughters have died in service of country.
Class IV-B	Official deferred by law.
Class IV-C	Alien
Class IV-D	Minister of religion or divinity student.
Class IV-F	Physically, mentally, or morally unfit.

CLASS V

Class V-A	Registrant over the age of liability for military service.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. A committee of class members, working with the school principal, may arrange an evening meeting of parents and their sons. A member of the Selective Service Board should be invited to explain how the board operates and to announce any new regulations or any changes in the law made necessary by current conditions. Dependency status should be explained, too, at this meeting.

2. If such a meeting cannot be arranged, a committee of students can secure the latest rulings and report on them to the class. The regulations regarding marriage and financial and other contributions to family support will probably change from time to time and can be reported accurately only by obtaining up-to-date information.

3. Ask your local Selective Service Board for some sample "Classification Questionnaires." Have your students complete them.

4. If there is a reception center near your community, arrange for a field trip to observe the process of classification, assignment, and orientation.

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MILITARY LIFE AND YOU, Coronet

STARTING NOW, Coronet

WHAT IT'S ALL ABOUT, Coronet

WHEN YOU ENTER SERVICE, Coronet

WHAT OPTIONS DO I HAVE IN FULFILLING MY MILITARY SERVICE OBLIGATION?

OBJECTIVES OF PROJECT:

1. To acquaint students with factors in favor of waiting to be drafted, as well as in favor of enlistment.

2. To familiarize students with Selective Service induction procedures.

DATA FOR DISCUSSION:

1. Factors affecting availability

   a. While every young man must register with a local board and plan to give a period of service to his country, certain circumstances may affect how, and when, he will give this service. For instance, any registrant who is satisfactorily pursuing a full-time course of instruction at a high school or similar institution of learning will, when these facts are presented to the local board, be deferred until he graduates, or reaches his twentieth birthday, or until he ceases to do satisfactory work, whichever is earliest. He is placed in Class I-S, that is, student deferred by statute.

      Many possibilities may be open to young men. One can enlist in a Reserve unit in one of the branches of the service, and continue to attend college if he qualifies under Selective Service standards. Whether a student decides to discharge his citizenship responsibility through public service, or enlistment in one of the Regular services or a Reserve unit thereof, or applies for deferment for college training for the time being, are questions of judgment to which that student, with the help of his teachers, counselors, and parents, must supply his own answers.

   b. Some factors in favor of waiting to be drafted are these:

      (1) Opportunity to complete some college training before induction. Possible deferment on the basis of the College Qualifications Test or on the basis of maintaining certain scholastic standing in college work.

      (2) Opportunity to take a job with career possibilities and re-employment rights.

(3) Opportunity of enrollment in post-high school vocational training course to upgrade self for military assignment or civilian employment.

(4) A shorter period of active service.

(5) Opportunity of enrollment in a college offering a Reserve Officers' training program.

(6) Opportunity to enroll in a summer vacation officer candidate program while in college.

c. On the other hand, there are factors in favor of enlistment.

(1) Eliminates the wait for induction with its accompanying uncertainties.

(2) Permits taking advantage of the enlistment plans of the branches of the Armed Forces.

(3) Fulfills military obligations, so there will be no interruptions between civilian vocational training and job placement.

(4) Permits individual to choose, if qualified and needed, preferred branch of service and specialized training.

(5) Permits requesting preferred foreign theater.

(6) Military service may come at an age when adjustment to group living is made most easily.

2. Selective Service

a. Those who are classified 1-A are considered available for military service when their names come up according to their dates of birth. All the men in Class I-A in each area are divided into six groups. No one is inducted from any group until all those in higher groups have been taken. The six groups, in the order in which they are called, are:

(1) Men over 19 who have been declared to be delinquent by the local board for failure to comply with the draft law, with the oldest being called first.

(2) Men under 26 who volunteer for induction, in the order of volunteering.

(3) Men between the ages of 19 and 26 who do not have children with whom they maintain a regular family home. These men are inducted in the order of their dates of birth, with the oldest called first.

(4) Men between 19 and 26 who do have children with whom they maintain a regular family home, with the oldest being called first.

(5) Men 26 and older in the order of dates of birth, with youngest called first.

(6) Men between the ages of $18\frac{1}{2}$ years and 19, the oldest first.

b. The Selective Service induction procedure is as follows:

(1) When a registrant's name comes up, the local board will send him an order to report for his Armed Forces physical examination. Selection is made according to birth date. The registrant will report to his local board and from there he will be sent to an Armed Forces examining station.

(2) At the examining station he will be given a physical examination and take the General Classification Test.

(3) He will then return home and await further orders from the local board.

(4) Soon afterwards he will be issued a Certificate of Acceptability which will show whether he was found acceptable by the Armed Forces for service. If acceptable, at some time thereafter, depending on the current quotas, he will receive orders to report to the local board for induction. Upon reporting to the local board at the time designated, he will be sent to the joint Armed Forces induction station.

(5) If not acceptable, he will be reclassified to IV-F.

(6) The stay at the induction station is brief--generally one day. The inductee is given a physical examination by a doctor to determine if there are indications of any disease or other physical condition which would require another more thorough examination. Then he will be sworn in. In making his assignment, his choice of service will be taken into account, whenever possible. Most inductees go into the Army. From the induction station he will be sent to a training division.

3. Enlistment

   a. Any of the five branches of the Armed Forces (Army, Navy, Air Force, Marine Corps, Coastguard) will accept native-born or naturalized citizens who can meet the requirements of age, marital status, physical condition, and dependency. The term of enlistment varies according to the needs of the services.

   b. The principal advantage of enlisting is that a choice of service in the military branch preferred is possible. Some youths will seriously consider choosing a life-long career in the armed forces. If so, enlistment is one method of receiving further training in technical schools that will help them advance in position and rank. No man may enlist if he has received a notice to report for induction.

   c. If you are interested in a career in the Armed Forces, there are certain advantages which are worth considering. Those advantages include an attractive salary schedule at technical and skilled levels, free health services, and reasonable insurance and retirement benefits. The disadvantages to be considered may include a lack of opportunity for independent living and planning, uncertainty of residence, frequent and long-distance moving, and interruptions of children's schooling.

   d. All branches of the Armed Forces, except the Coast Guard, provide opportunities for enlistment to both men and women. The Coast Guard no longer enlists women.

4. Other

   In addition to induction through Selective Service or enlistment into active service, there are more than thirty ways of fulfilling one's military obligation. These programs are subject to periodic revision and are well described in a regularly revised pamphlet entitled IT'S YOUR CHOICE. This pamphlet may be obtained free of charge by writing to IT'S YOUR CHOICE, Washington 25, D. C.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Stage a mock induction, illustrating the entire procedure from the time a boy registers.

2. For discussion, have the class decide what democratic principles the draft puts into practice.

3. The situations described below are similar to the problems faced by local draft boards in times of national mobilization. A committee from the class may function as a local draft board. In so doing, make the following assumptions:

   a. There is a national emergency, and the need for manpower is great.

   b. All the men listed are physically and mentally qualified.

   c. The draft board of which you are a member is having difficulty in meeting its quotas, and has met to consider the cases listed below.

   Decide which of the following situations you believe would present the best grounds for deferment.

   (1) Professional baseball player
   Joe Taylor, age 25. No dependents. High school education. He has been a professional baseball player since graduating from high school and is now one of the top players in the American League. During the off-season, Joe Taylor runs a camp for underprivileged boys which he supports with his own funds.

   (2) Cowhand
   John Strong, age 19. No dependents. High school education. An only son. He helps his father operate a small Texas ranch. His father would not be able to operate the ranch alone, and would have a difficult time in finding another man who would work as hard and take as much pride in ranching as John does.

   (3) Skilled machinist
   John Vespucci, age 20. Sole support of his invalid mother and his 14-year-old brother. Graduate of a technical high school. For the past three years this man has been employed in the Machine Maintenance Department of the Charm Cosmetic Company. He has shown initiative and ambition and some inventive skill in his job. At the moment he is training for a foremanship. The company has applied for defense work.

   (4) Dishwasher
   Henry Jones, age 22. Eighth-grade education. He has held many low-skill jobs, none of them for any length of time, and is at present a dishwasher in a local restaurant. He has a police record--a two-time offender for petty thefts.

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VISUAL AIDS:

MILITARY LIFE AND YOU, Coronet

WHAT IT'S ALL ABOUT, Coronet

WHEN YOU ENTER SERVICE, Coronet

YOUR PLANS, Coronet

WHAT OPPORTUNITIES FOR SPECIAL TRAINING DO THE ARMED FORCES OFFER?

OBJECTIVES OF PROJECT:

1. To help students relate military service to their educational and vocational plans, as well as to their personal aspirations.

2. To assist students to acquire a broad base of understanding concerning this problem.

DATA FOR DISCUSSION:

1. One of the reasons why our armed services are so effective is that they try to learn the aptitudes, abilities, and skills of each new member and then to channel each person into a kind of work or training program where his qualities can be most useful. Such processing during the early stages of basic training includes testing, counseling, interviewing, classification, and assignment to a specific job or to a special school for training.

2. Each of the armed services depends upon a structure of specialists and technicians (mechanics, radiomen, radar operators, hospital corpsmen, and hundreds of others). Consequently, special training of selected new men starts as soon as basic training is completed. Because some skills can be better acquired on the job, many of you will receive on-the-job training. Other specialties demand attendance at one of the many schools operated by the Armed Forces. In any event, the chances are that you will have the opportunity to learn skills that will have some relation to jobs in civilian life.

3. There is no guarantee, of course, that you will be classified for and assigned to the kind of specialty that you want or that you will have the opportunity to attend a special training school. The training program of the armed forces was not established to meet the individual wishes of its personnel. The function of the program is to provide the kind of skills needed when needed. If you are not able to get what you want at the beginning, the opportunity may come along later.

4. Thousands of special jobs can be found within the Armed Forces. They range from the highly technical to others that demand a very simple skill, from kinds of jobs that are directly related to civilian occupations to others that have little or no relationship. Almost all kinds of work done in civilian life are performed in the Armed Forces.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Arrange for an Armed Forces Orientation day or period. Representatives of each of the services should be present. You may want to plan this for the evening and invite parents to attend. Each representative should have time to discuss the features of the service he represents. Allow time for a question and answer period.

2. Request male students to give talks on topics similar to the following:

   a. What are the offerings of the Marine Corps Institute?

   b. Correspondence Courses I plan to take in the Army.

   c. The Navy job I want.

   d. How I can earn a commission.

   e. How I go about obtaining training in a Reserve unit.

3. Discuss the advantages and disadvantages of the various reserve plans. List on blackboard. Consider requesting armed forces representatives to discuss the various plans with students.

4. Have a recent male graduate who is now in the service or who has completed service requirements visit your group to discuss life in the armed forces.

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2. United States Air Force

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3. United States Coast Guard

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WHAT ARE THE MILITARY SERVICES? Coronet

YOUR INVESTMENT IN THE FUTURE, Coronet

WHAT OPPORTUNITIES ARE THERE FOR YOUNG WOMEN IN THE ARMED FORCES?

OBJECTIVES OF PROJECT:

1. To help students relate military service to their educational and vocational plans, as well as to their personal aspirations.

2. To assist students to acquire a broad base of understanding concerning this problem.

DATA FOR DISCUSSION:

1. General qualifications and conditions

   a. To enlist in any of the services, a woman must be at least 18 years of age. Applicants under 21 need the written consent of their parents or guardian. The Army and the Air Force accept women up to 34 years of age, the Navy to 26 years of age, and the Marine Corps up to 31 years of age. The enlistee must be a high school graduate or must present evidence of attainment of a high school level of education as shown by the General Educational Development tests.

   b. Enlisted women, supervised by women officers, live under conditions that resemble college dormitory life. Like the men, the women are given adequate health services and protection, with hospital care for any illness. All of the services have recreation programs, including swimming, golf, tennis, hobbies, and crafts, as well as the social life of the Service Clubs.

   c. Enlisted Wacs, Wafs, Waves, and women marines all have basic training periods designed to acquaint the enlistees with the particular military regulations and discipline of their branch of service. The first week is taken up by "processing"-- the time in which uniforms and equipment are issued, medical examinations are completed, and inoculations for the major diseases are given.

   d. Basic training includes military history, ceremonies, courtesy, discipline, and marching. Much of each day is spent in classes. Enlistees are also given training in calisthenics, good grooming, travel procedure, and applied psychology.

e. After basic training is completed, the enlisted woman may be sent directly to a job in the service which her civilian experience has qualified her to fill. Most trainees, upon finishing basic training, go to one of the technical or administrative service schools for specialty training.

2. Women's Army Corps (WAC)

Wacs perform hundreds of vital jobs in the United States and at many Army installations overseas, ranging from personnel, clerical, postal, and general administrative work to highly specialized assignments such as medical, X-ray, laboratory, operating room, and dental technician. They also assist in occupational and physical therapy work.

3. Women in the Air Force (WAF)

Wafs now perform in approximately 80 percent of all Air Force jobs. Women may not obtain pilot ratings, however. Job opportunities for Wafs range from supply, procurement, and administrative work to such work as flight stewardesses, weather forecasters, medical and dental specialists, and photographers.

4. Women in the Navy (WAVES)

Waves are assigned to nearly every type of naval activity ashore in this country and overseas, including hospitals, supply depots, air stations, and bases. Their duties are most often in the operational, administrative, or personnel sections of the Navy. They also may serve in specialized jobs such as air controlmen directing air traffic at naval air stations, and in Navy communications, operating teletypes and sending and receiving dispatches from Navy ships and stations around the globe.

5. Women Marines

Women marines serve in a variety of military jobs. Women marines perform important work in such occupational fields as personnel, administration, and supply. Some have duties in Marine Corps communications, operating message centers, receiving and dispatching important messages. Others are in aviation, working in flight operations, intelligence, air control, and weather.

6. Women in the Coast Guard Reserve

All women in the Coast Guard are Reserves. This branch of the Armed Forces has not integrated women into its regular service. SPAR is the informal name for Coast Guard Women Reserves.

SPAR members of Organized Reserve units attend weekly drill meetings, two weeks' annual active duty for training, and for those without previous service, there is the opportunity to receive recruit training at the U. S. Naval Training Center, Bainbridge, Maryland.

7. Military Nursing

   a. Army Nurse Corps. This is an all-commissioned officers' corps of professional graduate nurses, serving with Army medical units in the United States and overseas, caring for the sick and the wounded. Special fields open to Army nurses include operating room and hospital supervision and administration, anaesthesiology, and psychiatric nursing.

   b. Navy Nurse Corps. This is an all-commissioned officers' corps of professional graduate nurses who serve in Navy hospitals, dispensaries, and other medical establishments in the United States and overseas. They also serve on hospital ships and transports and as flight nurses on Navy planes.

   c. Air Force Nurse Corps. This is an all-commissioned officers' corps of graduate professional nurses. Nurses serve on staffs of Air Force hospitals, at United States air bases around the world, and at other Air Force medical facilities such as service aboard aircraft as flight nurses or caring for sick and wounded patients being evacuated by air.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Arrange for an Armed Forces Orientation day or period. Representatives of each of the services should be present. You may want to plan this for the evening and invite parents to attend. Each representative should have time to discuss the features of the service he represents. Allow time for a question-and-answer period.

2. Have a recent female graduate who is now in the service, or has been in the service, visit your group to discuss life in the armed forces.

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BOOKKEEPING AND ACCOUNTING	Carl F. Mahnke Productions
BOOKKEEPING AND YOU	Coronet
BRICK AND STONE MASON	Carl F. Mahnke Productions
CLASSIFICATION OF OCCUPATIONS	Carl F. Mahnke Productions
CHOOSING YOUR OCCUPATION	Coronet
ENGINEERING	Carl F. Mahnke Productions
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FINDING YOUR LIFE WORK	Carl F. Mahnke Productions
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WHEN YOU ENTER SERVICE	Coronet
YOU AND YOUR WORK	Coronet
YOUR EARNING POWER	Coronet
YOUR INVESTMENT IN THE FUTURE	Coronet
YOUR PLANS	Coronet

UNIT V

CIVIC GUIDANCE

HOW DO I SHOW GOOD CITIZENSHIP IN SCHOOL?

OBJECTIVES OF PROJECT:

1. To indicate the need for getting along with others.
2. To inculcate the principles of good manners in school.

Students need to understand that good citizenship is a matter of developing proper habits and attitudes. The homeroom offers an excellent opportunity for the centering of attention on important elements and traits of good school citizenship.

DATA FOR DISCUSSION:

Being a good school citizen means that you do not make trouble for other people and that you do your part where you can. In short, it means showing good manners and courtesy in the following ways:

1. In the homeroom
    a. Help to keep the room neat and tidy.
    b. Boost and promote its interests.
    c. Criticize constructively.
    d. Cooperate with its officers, committees, and sponsor.

2. In the classroom
    a. Prepare your lessons yourself, carefully.
    b. Report to class promptly and quietly.
    c. Have all of your material ready for immediate use.
    d. Be attentive to, and interested in, the classwork.
    e. Do your work punctually and regularly.
    f. Do not ridicule, interrupt, snap fingers, etc.
    g. Criticize yourself more than your classmates.
    h. Do not borrow without permission.
    i. Accept deserved criticism graciously.

3. In the assembly
    a. Take your seat promptly and quietly.
    b. Give interested and courteous attention.
    c. Participate wholeheartedly in singing.
    d. Show cordial and reasonable appreciation.
    e. Criticize programs constructively.
    f. Accept program parts and do them well.

4. In the cafeteria
   a. Keep the proper place in line.
   b. Give and receive your order courteously.
   c. Be quiet and orderly while eating.
   d. Place chair in place before leaving table.
   e. Deposit refuse in receptacles provided.
   f. Be a good table companion.
   g. Leave floor, table, and chair clean and tidy.

5. In the class meeting
   a. Attend class meetings regularly.
   b. Assist in selecting worthy officers.
   c. Contribute to class activities and programs.
   d. Respect those who disagree with you.
   e. Accept adverse decisions cheerfully.
   f. If an officer, suggest, do not dictate.

6. In the corridor
   a. Take off your hat when entering the building (for gentlemen).
   b. Follow traffic rules and customs.
   c. Stay to the right and keep moving.
   d. Walk briskly but do not run, shove, or crowd.
   e. Avoid loud talking, yelling, singing, and whistling.
   f. Pass promptly and silently during fire and air raid drills.
   g. Leave building without loitering.

7. In the locker rooms
   a. Keep contents of your locker neatly arranged.
   b. Keep your books, clothes, and materials inside your locker.
   c. Close locker doors quietly.
   d. Keep your locker locked.
   e. Tell no one your locker combination; do not lend your key.
   f. Put refuse and trash in the wastebasket.

8. In the office
   a. Go to the office only when necessary.
   b. State your business quietly, clearly, and briefly.
   c. Do not listen to the business of others.
   d. Remember "please" and "thank you."
   e. Be courteous to all office assistants.
   f. Enter and leave the office in an orderly manner.

9. At the game
   a. Follow cheerleaders closely and participate wholeheartedly.
   b. Be an interested, but not a boisterous spectator.
   c. Give cheers, not jeers, to opponents.
   d. Show good sportsmanship.
   e. Participate yourself where possible.

10. On the school grounds
    a. Encourage proper care of grass, flowers, shrubs, etc.
    b. Help to keep premises free from trash and refuse.
    c. Discourage defacing of school property.
    d. Use school property and equipment properly.
    e. Show respect for the property of the school's neighbors.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Have the class think of some rules of courtesy that should be observed in the homeroom, in the classroom, in the assembly, in the cafeteria, in the class meeting, in the corridor, in the locker room, in the office, at the game, and on the school grounds. Express the rules briefly and make mimeographed lists of them so that each student may have a copy to fasten inside the cover of his notebook.

2. Each member of the class may write on a slip of paper some questions concerning manners in school which have puzzled him. Have a panel discussion on the phase of manners in which the group seems to be especially interested. Have three or four students prepare in advance to make some comments that will get the topic started. Invite a high school senior to act as a consultant and to share in the discussion. After it is well under way, the entire class can participate.

3. Have the students complete the following chart:

WHAT IS YOUR COURTESY RATING IN SCHOOL?

Check List	Always	Sometimes	Never
1. Do you enter your classroom quietly?			
2. Do you bring your tools to class?			
3. Do you settle down to business as soon as you come in?			
4. Are you attentive in class?			
5. Are you polite to your classmates?			
6. Are you polite to your teachers?			
7. Do you pick up papers from the floor?			
8. Do you wait for a signal for dismissal?			
9. Are you courteous to visitors?			
DISCOURTESIES			
10. Do you bother your neighbor?			
11. Do you change your seat without permission?			
12. Do you chew gum?			
13. Are you a whisperer?			

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SCHOOL PLAYS AND CONCERTS, McGraw-Hill

SCHOOL SPIRIT AND SPORTSMANSHIP, Coronet

WHAT RESPONSIBILITIES DO I HAVE IN MY COMMUNITY AS A CITIZEN?

OBJECTIVES OF PROJECT:

1. To make students conscious of the fact that there are responsibilities of citizenship as well as privileges.
2. To help students understand the reason why we have these responsibilities.
3. To help students develop the desire to be active, responsible citizens.

Citizenship is of growing importance for all young Americans, not only to preserve our democracy but to be able to demonstrate its meaning to the rest of the world. What better place to teach good citizenship is there than in the classroom?

DATA FOR DISCUSSION:

1. Respect the rights and property of other people.
    a. If we wish to have our property rights respected, we must respect the property of other people.
    b. Free speech gives us the right to express our opinions, but it also gives others the right to express theirs. This implies that we must listen to the other fellow's views with courtesy. Interruptions of a speaker have no place in the conduct of a good citizen.
    c. One point seldom considered under citizenship practice is safety. It is up to us to conduct ourselves in a way that not only insures our safety, but also that of fellow citizens.
    d. One point that most people agree upon, but seldom practice, is law enforcement. We agree that we should cooperate with enforcement officers, but often avoid doing so when the opportunity presents itself. In order to do our share as a citizen, we should not hesitate in cooperating with officers. If we are attacked on the street, it is our duty to sign the warrant which starts legal action.
2. Express yourself.
    a. In a democracy like ours, a great deal depends upon the activity of the citizens. We have the legal right to see our representatives and tell them how we feel about pending legislation.

It is our privilege to express our opinions to them in writing. Oftentimes we do not exercise this right, and then we criticize our legislators because they do not vote as we think they should.

b. In most elections less than 50 percent of the eligible voters go to the polls to vote. The others are too indifferent to inform themselves concerning the issues and the candidates. It is a privilege to vote, but it is also the duty of each citizen to vote. A democracy cannot survive long if the majority fails to vote and a minority gains control.

3. Be willing to do your part in the affairs of your village, city, state, and country.

   a. Plan a career of public office if you have the ability.

   b. Actively support candidates for office who have the proper qualifications for the office. Friendships and "trading of support" should have no place in our elective system.

   c. If we are familiar with the merits of a budget or bill, or if we are to be affected by its passage, we should appear at the public hearings.

4. Be loyal in the defense of our country and our way of life.

   a. The threats of other nations can be combated by the combined efforts of national spirit, statesmanship, industry, and military forces. Each of us fits into one of these categories, and it becomes our duty to do our part in our particular line.

   b. Threats from within may endanger the safety of our nation. Loyalty to our country requires understanding other cultures and other peoples so that we can relate intelligently to them. Patriotism is more than believing in America.

SUGGESTED PROCEDURES AND ACTIVITIES:

This project can best be handled by the discussion method. The development of citizenship must come from within the individual and therefore cannot be developed by any lecture. Below are listed a series of questions which may be used for discussion. It might be advisable to tabulate the general consensus on the board so the students will retain some definite results of the discussion.

1. Do people destroy benches, trees, and shrubs in our parks?

   Why do they do it?

   What protection do we have if another disregards safety rules and runs into our car? Are we always protected?

   If you saw a man rob a home, would you call the police?

   If a boy steals your book in school, would you report him to school authorities?

   If a girl is molested on the street and recognizes the man, should she sign a complaint? Should she keep it quiet to keep her name out of publicity?

2. Did you or any member of your family ever write to a legislator? Do you know of anyone who has?

   Did you vote at the last school election?

   How can we get a higher percentage of our students to vote?

3. Think of three men who are in public office. Did they have training for that office?

   Would you be willing to run for a class office if you had to announce your own candidacy and then arrange to circulate your own nomination papers? If not, why not?

   Did you ever think of organizing a forum in school? Could the student council sponsor a public hearing on some piece of pending legislation? How would it proceed with such a project?

   What do you think can be done to encourage out-of-school people to attend public hearings?

4. How can we serve our country besides fighting for it in combat?

   What kinds of disloyalty are there?

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WHAT IS MY RESPONSIBILITY TOWARD THE PROPERTY OF OTHERS?

OBJECTIVES OF PROJECT:

1. To teach respect for public property and the property of others.

2. To arouse a desire in our future citizens to assume the responsibility for protecting the property of others from destruction by less socially minded persons.

3. To encourage students to protect public property as if it were their own - because in a larger sense it is their own.

The difference between liberty and license and other problems of honesty, such as the disposition of lost articles, defacing public property, or returning borrowed articles require frank discussion. Often students have not learned accepted standards of behavior regarding these matters because they have not even thought of such problems.

DATA FOR DISCUSSION:

1. What should be the policy in book borrowing and lending?

   When people borrow your books they may "forget" to return them to you. How do you feel about the book which you have lost, or which is returned to you in damaged condition?

2. Why should one take lost articles to the "Lost and Found"?

   When a student reached his third period class, there was a pen on the desk where he sat. He put it in his pocket and said nothing. Was this being dishonest? How would the person feel who lost the pen?

3. What should be our attitude towards the property of others?

   During a flood the militia guarding the ruins was ordered to shoot to kill anyone who tampered with any property. Why was this necessary?

4. During baseball or basketball season, intense rivalry often brings serious vandalism of school property by students from rival schools.

   Should students who destroy property be excused for it when prison or a stiff fine would be the punishment if it were done by adults?

5. Why should I be interested in caring for public property?

Public property belongs to all. When it is built, extreme care is used to make it durable, serviceable, and beautiful. These properties are paid for by the taxpayers. Would you deliberately steal money from your parents and neighbors? They are the taxpayers.

6. What can I do to help protect public property?

Never mar public property yourself and try to exert your influence to keep less thoughtful citizens from marring it.

7. What can I do to help protect private property?

If you borrow something, be sure to return it in good condition. Also, never trespass on private property and discourage others from doing it.

8. Here are some typical definite dishonesties and borderline cases. Perhaps you can see similarities and differences between the two lists:

TYPICAL DEFINITE DISHONESTIES

a. Taking something from a locker.

b. Keeping money or property found.

c. Siphoning gas from a car.

d. Taking a basketball from the athletic equipment room.

e. "Swiping" dessert intended for a school party.

BORDERLINE CASES

a. Opening the locker of a friend without his permission, even though you don't take anything.

b. "Forgetting" to return borrowed property.

c. Allowing borrowed property to become damaged and returning it to the owner in that condition.

d. Writing names on the walls.

e. Damaging property of other schools during rivalry over games.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. The first seven items under DATA FOR DISCUSSION should be considered separately. The class may be divided into small groups so that each group may discuss one or two of the topics and report to the class following the discussion. The teacher should help each group establish the best methods of analysis.

2. "What are the values I receive for being honest?" may be the subject of a general discussion. The purpose of this discussion is to allow the student to see that he is the greatest loser when he disobeys moral laws, so he will want to be honest.

3. "Why should I be interested in caring for public property?" This discussion may arouse interested attention from a purely economic viewpoint.

4. "What can we do to help protect public property?" Perhaps the class will offer suggestions such as appointing committees to help care for public property, reprimanding persons found marring public property, and refraining from marring it yourself. Campaigns may be carried on in school to impress the student body with the necessity of caring for public property.

5. "What should be our responsibility towards property belonging to other people?" The class should now understand that property of others as well as public property should be treated even more carefully than one's own property.

6. What are the differences between typical definite dishonesties and borderline situations, such as those listed under the DATA FOR DISCUSSION? The purpose of this discussion will be to allow students to see the reasons the borderline incidents are dishonesties of a subtle type.

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WHAT IS PARLIAMENTARY PROCEDURE?

OBJECTIVES OF PROJECT:

1. To arouse interest in parliamentary procedure.
2. To teach the meaning of some simple parliamentary terms.

Learning the value of organization and cooperation is important to all students. This project on parliamentary procedure is intended for new students and for groups that have not studied parliamentary law.

DATA FOR DISCUSSION:

1. Parliamentary procedure may be defined as the rules which have been set up internationally, by which an efficient and systematic business meeting is conducted. Students who know these rules may lead an organization meeting both now and as adults.
2. Three principles on which parliamentary procedure is based are: consideration must be given to all; the majority rules; and there is a definite order of business at all meetings.
3. Here are some general terms you should know in connection with parliamentary procedure:
   a. Agenda - the written order of business. The chairman and other officers of the group usually make up the agenda.
   b. The Chair - a way of referring to the presiding officer.
   c. The meeting - a gathering of the group's members.
   d. Obtaining the floor - securing the right to speak.
   e. Motion - a proposal that certain action be taken by the organization.
   f. Seconding a motion - approval of the motion by another member. A motion that has not been seconded may not be discussed or voted on.
   g. Amending a motion - changing or modifying it.
   h. The question - the particular business before the house.

i. Put the question - take the vote.

j. Quorum - the number of members that must be present in order that business may be legally transacted.

k. Minutes - official report or record of the proceedings of an organized group.

l. Proxy vote - a vote cast for an absent member by someone authorized to do so.

m. Pros and cons - arguments for and against something.

n. Pro tem - for the time being. Acting during the absence of another, as secretary pro tem.

o. Lay a question on the table - to put a motion aside, for later consideration.

p. Ex officio - by virtue of office, no other reason being necessary. (For example, the president is generally considered to be an ex officio member of every committee.)

q. Unfinished business - business that has been carried over from a previous meeting.

r. New business - business that is being brought before the meeting for the first time.

s. Adjourn - to close a meeting.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Arrange to take the group to observe a meeting during which the rules of parliamentary procedure are being practiced.

2. After the observation, request the students to bring up any parliamentary terms they did not understand at the meeting. Write these terms on the board with their brief written explanation. Add to these, those that are not mentioned by the students but are included in the DATA FOR DISCUSSION.

3. Describe or have the students describe a case in which a group wasted its time because of crude methods of operation.

4. "Of what value is parliamentary practice?" may be a topic for discussion.

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WHAT IS THE ORDER OF BUSINESS AT GROUP MEETINGS?

OBJECTIVES OF PROJECT:

1. To teach students how to conduct a meeting.
2. To prepare them for adult citizenship.

DATA FOR DISCUSSION:

1. Before each homeroom or club meeting, there should be an executive meeting of the officers and committee chairmen to make plans for the meeting.

2. The presiding officer should have an outline of the business to be brought up, the committee reports to be made, and the program to be presented. This is called the agenda.

3. So that he will not waste time in skipping from one subject to another, the presiding officer should have a regular routine. The business in homeroom, class, or club meetings is usually taken up in the following order:

    a. Call to order. The chairman rises, sounds the gavel, and says, "The meeting will please come to order."

    b. Reading of minutes of previous meeting. After the meeting has come to order, the chairman says, "The secretary will read the minutes of the last meeting." When the secretary has finished, the chairman says, "You have heard the minutes. Are there any additions or corrections?" If members notice any errors in dates, names, or facts, they should call attention to them at this time. Depending upon whether or not any corrections are suggested, the chairman then says, "The minutes are approved as read," or "The minutes are approved as corrected." The secretary may then be called upon to read any announcements.

    c. Report of the treasurer. If there is a treasurer, he should report periodically, showing the amount on hand at the beginning of the period, the receipts and expenditures during the period, and the amount on hand at the time of the report. The chairman calls for this report by saying, "We will hear the treasurer's report." After the report he says, "You have heard the report. Are there are additions or corrections?" Then he continues, "The treasurer's report is accepted as read" or "as corrected."

d. Reports of committees. The presiding officer calls for reports from the chairman of each of the standing committees and the special committees. After the chairman of each committee has answered any questions regarding his report, the presiding officer says, "The . . . committee's report is accepted."

e. Old business. At this point in the meeting the chairman says, "Is there any old or unfinished business?" Motions, reports, or other business left over from a previous meeting may be reconsidered at this time.

f. New business. The chairman may then say, "Is there any new business?" and may entertain any motions which are made.

g. Program. At this time the chairman may turn the meeting over to the teacher, or the chairman of a special committee for the day's program. After the program the chairman again takes charge.

h. Adjournment. In a formal meeting the chairman may say, "Is there a motion for adjournment?" A member may say, "I move that we adjourn." The motion is then seconded, voted upon, and the result announced by the chairman. This procedure is unnecessary in a homeroom meeting that is ended by the bell at the close of the period. In such cases the chairman simply says, "The meeting is adjourned."

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Send a class representative or a committee to visit a formal meeting of an adult organization or a school organization and to report to the class on the agenda and the order of business used.

2. Set up an outline of the order of business for group meetings on the board for the students to copy for future reference.

3. Demonstrate the correct parliamentary procedure for the order of business.

4. Have the class decide the answers to the following questions:

    a. Should there be a meeting of officers and committee chairmen before a group meeting?

    b. Should the presiding officer have an outline of the business to be brought up at the meeting?

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WHAT PRINCIPLES OF PARLIAMENTARY PROCEDURE DO I OBSERVE AS A PRESIDING OFFICER AT A MEETING?

OBJECTIVES OF PROJECT:

1. To teach some simple rules to help the presiding officer have an orderly meeting.

2. To prepare students for adult citizenship.

DATA FOR DISCUSSION:

The following are some simple rules that will help the presiding officer to have an orderly meeting:

1. The chairman should stand at all times when he is addressing a meeting. He may be seated while the minutes are being read, while committee reports are being given, and during a program. But he should always rise when stating a motion, when putting a motion to a vote, when declaring the results, and when speaking on a question of order.

2. While presiding, the chairman should always refer to himself as "the Chair" and never as "I."

3. The chairman must endeavor to be absolutely fair and impartial. He should recognize members quickly and in the order of their rising, if possible. He does this by looking directly at the member and calling him by name.

4. The chairman never has the right to make, second, or discuss a motion while presiding. If he wishes to take such a part in the meeting, he may request that the vice president or some other member "take the chair" temporarily.

5. It is the duty of the chairman to conduct the meeting in a business-like way and to keep the discussion on the subject that is being debated. If a member brings up a point that is not directly concerned with the business before the meeting at the time, the chairman may call him to order by saying, "You are out of order."

6. When a motion has been made and seconded, the chairman says, "It has been moved and seconded that. . . ," and repeats the motion exactly as it was originally worded. When a motion is

once before the group, it must be voted on or disposed of in some way before another subject may be introduced. Before the vote is taken, however, the members should be allowed to discuss the question. After all discussion is completed, the chairman says, "Are you ready for the question?" If some member answers by saying, "Question," the chairman restates the motion as it stands after all changes have been made. He then says, "All in favor of the motion, say 'Aye.' All opposed, say 'No.'" According to the volume of the voices, the chairman may say, "The motion is carried," "The motion is lost," or "The motion is in doubt. Please vote again." If the voting is so close that an actual count is needed, the voters are asked to vote by standing or by raising their right hands. The chairman may vote only in case of a tie or when the vote is by ballot.

7. Elections of officers are usually carried on by means of secret ballot. Nominations are made from the floor, but each member writes, on a slip of paper, the name of the person for whom he is voting.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Take turns letting members of the class preside at a meeting and have the class evaluate each one's direction.

2. Tell the class about particularly good or bad instances of chairmanship which you have seen.

3. Have a "parliamentary wrangle," in which the group tests the skill of its best parliamentarian as chairman.

4. Put your best chairman in charge, and rehearse different kinds of motions or actions.

5. Decide through group discussion the answers to the following questions:

    a. How active should the chairman be in directing the business of the organization or-in influencing the decisions made at a meeting.

    b. When should the chairman express his own opinion?

    c. How can the chairman keep everyone interested and active in a meeting?

d. How should the chairman keep order or maintain good discipline?

e. How strictly should procedure be kept to parliamentary rules?

f. Should every student be ready for an unexpected duty as chairman?

g. How should the chairman handle the member who wants to talk all the time?

h. How should he deal with the person who is against everything?

6. Have the students observe chairmen at work in school clubs or at student body meetings.

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WHAT PRINCIPLES OF PARLIAMENTARY PROCEDURE DO I OBSERVE AS A MEMBER OF A GROUP?

OBJECTIVES OF PROJECT:

1. To teach students how to obtain the floor.
2. To teach them how to make a point of order.
3. To teach them how to make a motion and to withdraw one.

DATA FOR DISCUSSION:

The chairman is not the only one who should know and observe simple principles of parliamentary procedure. The following are some of the things which other members should keep in mind:

1. When a member wishes to speak, he must rise and address the chairman as "Mr. President" or "Mr. Chairman." If the presiding officer is a girl, she should be addressed as "Madam President" or "Madam Chairman." The member should remain standing until the chairman recognizes him by calling him by name.

2. No one should make a motion or address the group until he has "obtained the floor"--that is, until he is called on by the chairman. One should not rise while another member has the floor. When two or more people rise at about the same time, the one who is recognized first by the chairman takes the floor. Usually a member is not entitled to speak a second time on the same subject until all the others who wish to speak on the subject have had an opportunity to do so.

3. If an individual thinks that things are not being done properly, he may rise and, after being recognized, say, "I rise to a point of order." Then the chairman should say, "Please state your point of order." The member may make some such reply as, "The motion was out of order because there is already a motion before the house." The chairman must decide and announce whether or not the correction is to be allowed by declaring, "The point of order is well taken. The Chair stands corrected." (Or "The member is out of order.") The chairman then makes the necessary correction and the meeting continues. Or he may say, "Your point of order is denied," and explains why.

4. A member may propose a certain action by obtaining the floor and saying, "I move that. . . ," and stating the action he wishes to have taken. Motions should always be carefully and clearly worded. Another member adds his approval to a motion by saying, "I second the motion." This is done without obtaining the floor, and, in small meetings, without rising. If a motion receives no second, it is not even discussed. Nominations, however, need not be seconded.

5. If a member decides to withdraw his motion, he must do so before the motion has been stated by the presiding officer. Only the one who made the original motion may withdraw it. When further information seems necessary before the group can act intelligently upon a question, a motion may be made to the effect that the chairman appoint a committee to investigate the matter and to report its findings at the next meeting.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Do the work on this day's project by votes and resolutions, with all class members taking part as in a club.

2. Put several motions correctly, and also incorrectly for contrast.

3. Have the class decide through group discussion the answers to the following questions:

   a. How much of the load should you try to take off the chairman by following the rules without being forced to do so?

   b. How can you help to keep the business in order when the chairman doesn't know the rules very well?

   c. What preparation for the day's business should all the members make?

4. Have the class attend a meeting in which the rules of parliamentary procedure are being practiced and ask them to observe talkative members who are out of order, skillful members who make it easy for the chairman, and the extent to which the wording of a motion affects the voting on it.

5. Appoint a committee to interview the chairman of the group and several members in regard to the rules of parliamentary procedure followed, and report their findings to the class.

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WHAT OFFICERS AND COMMITTEES ARE NEEDED FOR HOMEROOM AND OTHER GROUP ORGANIZATIONS?

OBJECTIVES OF PROJECT:

1. To determine the typical officers and committees needed by most organizations.

2. To clarify the duties of the various officers and committees.

Some of the questions to be settled early in the school year are the election of homeroom, student council, and club officers and the appointment of committees. Having these officers and committees can give the students the opportunity to learn and practice the principles of parliamentary procedure and help them become good leaders and good group members.

DATA FOR DISCUSSION:

1. What determines the officers and committees needed?

   a. The purpose of the organization will determine what officers are needed. A club may need a president, a vice president, a secretary, a treasurer, and several committee chairmen.

   b. A homeroom may function just as well with a general chairman and a secretary, and with the entire group divided into committees, so that everybody has a definite responsibility of some kind. If there is no money to take care of, there is no need for a treasurer.

   c. An officer should not be elected unless there is a job for him to do.

2. Typical officers and their duties

   a. President

      (1) Presides at all meetings.
      (2) Announces all business.
      (3) Decides many questions that arise.
      (4) Appoints all committees.
      (5) Enforces the rules and regulations of the organization.

b. Vice President

  (1) Serves as the president's "right hand."
  (2) Takes over meetings when the president cannot be present.

c. Secretary

  (1) Keeps a written record of all proceedings at the meetings.
  (2) Reads the minutes at each meeting.
  (3) Calls the roll for attendance and for votes.
  (4) Does the correspondence for the organization; writes whatever reports are necessary; reads letters and reports received by the organization.
  (5) Keeps all valuable papers and documents belonging to the organization.

d. Treasurer

  (1) Keeps an accurate record of all receipts and disbursements of the club.
  (2) Reads at each meeting a report of the condition of the treasury.

3. Some typical homeroom committees and their functions

  a. Social Committee - makes plans for all social events.

  b. Decorating Committee - beautifies the room with plants, pictures, and appropriate reminders of different seasons and occasions.

  c. Publicity Committee - makes posters, bulletin-board displays, and blackboard notices of coming events; keeps the class informed of school activities; and contributes news items to the school newspaper if there is one.

  d. Program Committee - has the important task of getting ideas for programs that will be interesting and worthwhile to the group. This committee may work out a schedule of programs for several weeks in advance, setting aside certain dates for discussions, panels, forums, dramas, and talks on matters of common interest.

4. Value of committees

  a. A small number of persons can generally work together on a project or problem more efficiently than a large number can.

  b. Committees gather and organize information, discuss plans, and present their findings, and make recommendations to the entire homeroom or organization before final decisions are made.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask the various members of the group to mention some of the officers that clubs and other group organizations in the school have.

2. Have the class discuss what they think the duties and responsibilities of each of the officers mentioned should be.

3. Also ask what they think the qualifications should be for those holding the offices mentioned.

4. Have the class name some of the standing committees which they have seen function in other homerooms and clubs and tell what their duties were.

5. Have the group decide upon the nature of any committees which could be of service to their present class.

6. Discuss and outline in detail the duties which these committees should be expected to perform.

7. Ask that each member of the class write on a slip of paper the name of the committee which he feels he is best suited to serve and have him give reasons. Tell the class the chairman may be able to use these suggestions when he appoints committees.

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HOW DO I NOMINATE AND ELECT OFFICERS FOR A GROUP?

OBJECTIVES OF PROJECT:

1. To teach pupils how to nominate candidates for office at a group meeting.
2. To teach them the procedure for electing officers.

Since most homerooms and clubs have officers, it is important that students learn the proper procedure for their nomination and election.

DATA FOR DISCUSSION:

Here is the procedure for the nomination and election of officers:

1. Nomination of officers

   a. Nomination of officers may be made

      (1) by a committee appointed by the temporary chairman.
      (2) from the floor by a member of the group.
      (3) by a signed petition.

   b. In the first instance, after the nominating committee has read its list, it is customary for the chairman to call for other nominations from the floor.

   c. To nominate someone for office, a member rises, and, after being recognized, gives the name of the nominee, as: "I nominate Sylvia Jones for president." Remember that nominations do not require seconding.

   d. The chairman uses the following language to secure nominations for each office: "The meeting is now open for nominations for president (vice president, etc.)"

   e. The secretary keeps a list of all nominations.

   f. Nominations are closed by some member's making a motion to that effect from the floor, as "I move that nominations for vice president be closed."

g. Someone else must then second the motion, and the chairman must put the motion to vote. If the motion is carried, he announces: "The nominations for vice president are closed."

2. Election of officers

   a. To elect officers, all the names that were nominated, both by the nominating committee and from the floor, are written on the blackboard or read off slowly.

   b. The members then vote by writing their first choice for each office on a slip of paper and dropping it in a ballot box.

   c. The chairman appoints two or more tellers to count and record the votes.

   d. The person getting the most votes is elected to office, unless some other type of decision is previously agreed upon.

   e. The chairman announces the names of the officers who have been elected when the tellers give him their report, as "The following persons have been elected to office--president, Tom Elliot; vice president, Sarah Sprague," etc.

   f. Often the new officers are asked by the chairman to rise as their names are called. When each rises, it is usually the custom to honor him by applauding.

   g. The new officers generally take over immediately--the new president or chairman taking the chair--and make announcements in regard to the next meeting. If there is no other business, the chairman calls for the motion for adjournment. When a new president comes into office, he usually expresses his appreciation and his desire to be worthy of the group's confidence.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask different members of the group to tell the procedure they have observed for the nomination and election of officers at meetings they have attended in school or elsewhere.

2. If they have not covered all the points under the DATA FOR DISCUSSION, the teacher can suggest them.

3. Dramatize the election of officers after appointing one student chairman, one secretary, several to make nominations from the floor, and several to act as candidates. Have those not participating comment as to the correctness of procedure.

4. Once the students know the appropriate procedure, they can go ahead with the real nomination and election of officers for their own group.

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HOW CAN I RECOGNIZE A GOOD GROUP LEADER?

OBJECTIVES OF PROJECT:

1. To develop in each student the ability to recognize the qualities which make a good leader.

2. To acquaint students with good leaders.

Recognition of qualities of good leadership is extremely important in our democracy. A discussion of what the qualities of a good leader are, followed by an opportunity to observe such qualities will answer the first part of the problem. This project is particularly valuable just before a school election.

DATA FOR DISCUSSION:

1. To choose good leaders it is necessary for our citizens to:

   a. Have a clear understanding of the qualities of good leadership.

   b. Know the candidates for office well enough to determine whether or not they have these qualities.

   c. Want real leaders in office.

2. Some of the qualities of a good leader to be discussed are:

   a. Ability to cooperate.

   b. Ability to continue working at a task.

   c. Ability to direct others without giving offense.

   d. Ability to organize.

   e. Consideration for others.

   f. Courage.

   g. Friendliness.

   h. Honesty.

    i. Poise.

    j. Sincerity.

3. Outstanding leaders from whose lives we may learn much are such historic characters as Lincoln, Jane Addams, George Washington, Theodore Roosevelt, Hyman Rickover, Franklin D. Roosevelt, and Martin Luther King. Who are others, both in the past and present, through whose lives we may learn the qualities of a good leader?

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Each member of the class may be asked to choose the person in the class he feels is the best leader and write why he thinks so. A discussion of these papers will draw the attention of the class to the qualities of a good leader. These qualities may be listed on the board.

2. Students may mention persons who possess some of these qualities, pointing out what quality the person possesses. These persons may be students, local, state, or national leaders, or people of prominence in the world.

3. A study of the characteristics of the great leaders, past and present, may be made through the use of the biographical material in the library.

4. Practice in wise choice of leaders may be gained in the school situation by holding real or mock school elections in the same manner that governmental elections are held.

   If candidates are asked to build a platform for election and to speak about their platform, if students are allowed to hold frank discussions of candidates' leadership qualities, and if faculty veto power is removed, the students will have about the same voting situation as adults find in our civil elections.

5. Frank discussion of candidates in civil elections will aid the students in learning the proper inquisitive attitude to hold when they are able to vote in civil elections. Discovery of where to find facts about candidates should be a part of the students' study. Serious consideration of the leaders of our government is a principle which should be instilled into every prospective American citizen.

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VISUAL AID:

DEVELOPING LEADERSHIP, Coronet

HOW CAN I BECOME A GOOD LEADER?

OBJECTIVES OF PROJECT:

1. To develop in each student the ability to recognize qualities of leadership in himself.

2. To attempt to develop some of the characteristics of a good leader in each student.

This project can be taken up following the one on "How Can I Recognize a Good Group Leader?"

DATA FOR DISCUSSION:

You studied the qualities which a good leader possesses when you discussed the question, "How Can I Recognize a Good Leader?" You wonder perhaps how you can become a leader. You may rate yourself on leadership qualities and discover which leadership qualities you possess and which qualities you need to develop. Your classmates may help you by rating you as they see you. Here is a rating scale which you may use.

____

Is ____________________ a good leader now?

Here is a list of five qualities which good leaders usually have. Below each item you will find several terms. Think of the person you are rating as you read each term. (This person may be yourself, of course.) Try to remember examples of that person's conduct which will help you to answer the question to the very best of your ability. Check the term which, in your opinion, best answers the question.

Does he or she

A. WORK WITH OTHERS?

Never	Seldom	Frequently	Usually	Always

B. DIRECT OTHERS WITHOUT IRRITATING THEM?

Always Irritates others	Usually	Frequently	Seldom	Never

C. CONSIDER THE FEELINGS OF OTHERS?

Never	Seldom	Frequently	Usually	Always

D. EXPRESS FRIENDLINESS?

Never friendly	Seldom	Frequently	Usually	Always

E. SHOW SELF-CONFIDENCE?

Never shows self-confidence	Seldom	Frequently	Usually	Always

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Discuss the qualities of leadership with the class. Refer to the previously mentioned project for review discussion material. It will be advisable if most of the suggestions for good leadership come from the class. A self-rating chart and a rating chart for anonymous rating by the group of each individual will be important parts of this work. A suggested form is included in DATA FOR DISCUSSION, but this form may be changed to conform to the needs of the group. The chart may be duplicated so that each student may rate himself and his classmates on qualities of leadership. It is advisable to use no more than five items on the scale. If the teacher intends to use the rating scale as it is arranged, the listed qualities should be included in the discussion of leadership qualities.

2. Introduce the rating scale with a discussion of the importance to the student of rating himself and others accurately. Have the class divide itself into groups of eight or ten, and then each member of the group will rate everyone in his group including himself. Have the students clearly understand that no one but the teacher will know the rating they give each student. It may be wise to separate members of each group when seating them. The same rating scale form may be used when the student rates himself.

3. When the ratings have been made, collect the papers. The teacher can compile the group ratings. It would be possible to have student help in this matter if the teacher does not reveal the authorship of the rating, nor whose ratings are being compiled.

The compiled group rating and the student's rating of himself may then be the subject of further study. If his opinion of himself varies greatly from the group opinion, the explanation must be carefully and constructively handled during an individual consultation period. There will be a tendency for inadequate students to overrate themselves and superior students to underrate themselves.

4. Repeat the rating process and compilation late in the year to establish an incentive for improvement throughout the year and a check-up on improvement at the close of the year.

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DEVELOPING FRIENDSHIPS, Coronet

DEVELOPING LEADERSHIP, Coronet

DEVELOPING SELF-RELIANCE, Coronet

HOW FRIENDLY ARE YOU? Coronet

HOW TO GET COOPERATION, Coronet

MAKE YOUR OWN DECISIONS, Coronet

THE FUN OF BEING THOUGHTFUL, Coronet

WHAT MUST I DO TO BE A VALUABLE MEMBER OF A GROUP?

OBJECTIVES OF PROJECT:

1. To indicate the need for getting along with others.

2. To learn the value of organization, loyalty, and cooperation.

Your students will have many occasions to work with others in groups, such as in homerooms, student government organizations, school clubs, church and community organizations. Learning how to help make an organization function more smoothly through cooperative action will be valuable to them not only in high school but also in college, on a job, and in civic and social life.

DATA FOR DISCUSSION:

1. To be a valuable group member, you must know what you want in your leaders and try to elect competent ones.

2. After choosing your leaders, you must feel responsible for them and give them the benefit of your loyalty and cooperation by:

   a. Obeying instructions.

   b. Boosting your leaders by assuming they are right until they prove otherwise.

   c. Not criticizing them or "stabbing them in the back."

   d. Putting your talents and abilities at the service of those who are in charge and doing your part when called on.

   e. Making suggestions when you are asked or when you see an opportunity to accomplish something.

   f. Working hard at whatever falls to you to do.

3. Remember that good "followership" is the best training for leadership. You have to learn to crawl and walk before you can run and dance. You must learn to follow before you can lead.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Report cases of what you consider poor followership and see if the class agrees.

1

2. Tell the class about especially fine services that were rendered to a club or group by an "unknown soldier."

3. Pick out a group of "thankless tasks" around your school and divide them up for members of your class to do.

4. Ask the class to suggest ways in which they can help any leader, and list the suggestions on the board.

5. Through group discussion, have the class decide the answers to the following questions:

   a. How can you help to "build up" the leader in the minds of the others?

   b. How can you give the leader suggestions without seeming to meddle?

   c. What is it your duty to tell the leader he is wrong so that he can correct his mistakes?

   d. How should this be done?

   e. How thoroughly should you support the leader when he is wrong?

   f. How can you get a chance to help in a way that will use your talents?

   g. How much appreciation should you demand for your hard work in a subordinate position?

   h. What is to be gained by being a good follower?

   i. How important is good followership in any organization? In a democracy?

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VISUAL AIDS:

DEVELOPING LEADERSHIP, Coronet

SCHOOL SPIRIT AND SPORTSMANSHIP, Coronet

HOW DO I DEAL WITH PREJUDICE?

OBJECTIVES OF PROJECT:

1. To help students understand the importance of good human relations.

2. To acquaint pupils with the contributions of all races.

It is unfortunate that there should be prejudice and discrimination in a democracy such as ours. Yet it is an unpleasant reality that adults and children must cope with. While we can't shield pupils completely from the effect of prejudice, we can help them to acquire the healthy mental and emotional attitudes necessary to handle prejudice situations.

DATA FOR DISCUSSION:

1. Learn what prejudice is

a. In the most usual sense of the word, prejudice is an irrational attitude of hostility directed against a group or race. Most of us have been taught to think of America as a great melting pot where people of difference races, religions, national origins, and economic groups are fused and equalized. Actually, though, while most Americans accept American values and the American way of life, many differences do and will continue to exist among them. There are as many different patterns of prejudice as there are people.

b. Generally, prejudice has its roots in social and psychological factors. People resort to prejudice and discrimination as a means of gaining acceptance or of getting rid of feelings of fear and guilt and anger. Prejudice is often the result of a desire for security, even if the feeling of security can be achieved only by considering others inferior.

2. Know the effects of prejudice

a. Social and economic consequences

(1) Prejudice causes waste in human resources and talent.

Workers and professionals from minority groups are frequently prevented from making the best use of their abilities and talents because of prejudice.

(2) Prejudice lowers standards for all of us.

(3) Prejudice leads to juvenile delinquency and crime.

The tensions, frustrations, deprivation, and hostility aggravated by prejudice often lead the victims to retaliate or compensate by hurting those who have hurt them.

(4) Prejudice weakens our position as a nation in the world of nations.

Other nations can point to our failure to put democratic ideals into democratic practice. Conversely, solving problems of prejudice and democracy at home will provide us with greater insight and ability to solve world conflicts.

b. Effects of prejudice on personality

(1) Prejudiced people attempt to avoid fighting their own shortcomings by fighting outsiders instead.

(2) Prejudiced people often play into the hands of those who deliberately use prejudice in order to divert attention from the real facts about a particular situation.

(3) The individual who is prejudiced never feels quite safe from his "enemies."

(4) Prejudice can lead to severe personal disintegration and emotional disturbance on the part of the discriminator.

3. Try to overcome prejudice

a. Use every opportunity to assure those who are discriminated against of your friendliness, warmth, understanding, and acceptance.

b. Guard against encouraging those who are discriminated against from using the prejudices of others as a shield behind which they can hide their own inadequacies.

c. Recognize and respect the rights of all people.

d. Learn as much about minority groups as possible through reading and firsthand experiences; understand them personally, their customs and way of life.

e. Participate in democratic processes that will help correct some of the situations that permit insecurity and prejudice to continue.

f. Learn to appraise life situations realistically and handle them in a positive, constructive way, so that you will be a happy individual who does not have to resort to prejudice to obtain a feeling of security.

g. Develop an awareness of conditions within and outside of your community and increase your own understanding of the causes and results of prejudice to enable you to deal with immediate prejudice situations more effectively.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. Ask the different members of the class what they think the word "prejudice" means.
2. List and discuss different kinds of prejudice.
3. Discuss with the group different ways of overcoming prejudice.
4. Have the members of the class mention the different organizations in the community, state, or nation that are working to abolish prejudice.
5. Plan special programs showing contribution of immigrants in art, music, etc. for Brotherhood Week, Education Week, etc.
6. Have the students list the contributions of immigrants on a chart similar to the following one:

CONTRIBUTIONS OF IMMIGRANTS

Name	Country	Field of Work
1. Caruso	Italy	Music
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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VISUAL AIDS:

OUR BASIC CIVIL RIGHTS, Coronet

WHO ARE THE PEOPLE OF AMERICA? Coronet

HOW DO I SHOW RESPECT AND REVERENCE FOR THE AMERICAN FLAG?

OBJECTIVES OF PROJECT:

1. To inform students of the rules of etiquette that have grown up in regard to displaying the flag.

2. To inform students of some flag taboos.

Respect and reverence for the American flag are expected from every decent citizen. Since it is the symbol of the nation, students need to learn the artificial rules of etiquette that have grown up and have come to be recognized as the basis for the proper recognition of it.

DATA FOR DISCUSSION:

Each branch of the services has its own code of rules governing the display and use of the flag, but there never has been any national law telling the civilian what he should or should not do in this regard. An unofficial Flag Conference was held in Washington in 1923 and after careful study prepared a Flag Code, which was recommended for general adoption. There have been some modifications since that time, but for the most part the rules then laid down are everywhere recognized as constituting the basis for proper flag observance. These rules are summarized as follows:

1. Displaying the Flag

   a. Display the flag only from sunrise to sunset, or between such hours as may be designated by proper authority. It should be hoisted briskly, but should be lowered slowly and ceremoniously.

   b. It should be displayed on all national and state holidays and on historic and special occasions.

   c. When the flag is displayed from a staff, the union, that is, the blue field of fifty stars, should go clear to the peak unless the flag is at half-staff.

   d. When the flag is not flown, it should be displayed flat, and the union should be uppermost to the flag's own right, that is, to the observer's left.

e. When the flag is displayed over the middle of the street, it should hang vertically with the union to the east in a north-and-south street, and to the north in an east-and-west street.

f. When our flag is used on a speaker's table, it should be hung above and behind the speaker against the wall, or flown from a staff at the speaker's right. It should never be used to cover the desk or to drape over the front of the platform.

g. When the flag is flown at half-staff, it should be hoisted to the peak for an instant and then lowered to the half-staff position.

h. Before the flag is lowered at the end of the day from half-staff, it should be first raised to the peak and then lowered ceremoniously.

2. Flag taboos

a. Do not permit disrespect to be shown to the flag.

b. Do not let the flag touch the ground or trail in water.

c. Do not use the flag as a portion of a costume.

d. Do not place any other flag or pennant above the flag. If another flag is placed on the same level, it should be to the right of the flag of the United States.

e. Do not place any object or emblem of any kind on or above the flag.

f. Do not carry the flag flat or horizontally, but always aloft and free.

g. Do not display the flag on a float in a parade except from a staff.

h. Do not put lettering of any kind upon the flag.

i. Do not use the flag as a covering for a ceiling.

j. Do not use the flag in any form of advertising.

When the flag is in such a condition that it is no longer a fitting emblem for display, it should be destroyed, in private, and preferably by burning. Always treat the flag of a friendly nation with the same respect as our flag.

Everyone rises to salute the flag and also while "The Star Spangled Banner" is being played.

SUGGESTED PROCEDURES AND ACTIVITIES:

1. "How does one show respect and reverence for the United States flag?" is a question that can be used to get the discussion under way.

2. If any of the points in the DATA FOR DISCUSSION have been omitted, the teacher might say something like this, "Is it proper to. . . ?"

3. After all the points have been discussed, ask the students to observe some flags being displayed and report to the class whether or not the rules for display are being observed. If not, have them tell which ones are being violated.

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CIVIC GUIDANCE

CUMULATIVE LIST OF VISUAL AIDS

ARE YOU A GOOD CITIZEN?	Coronet
CITIZENSHIP AND YOU	Coronet
CLASS PARTIES	McGraw Hill
DEVELOPING FRIENDSHIPS	Coronet
DEVELOPING LEADERSHIP	Coronet
DEVELOPING RESPONSIBILITY	Coronet
DEVELOPING SELF-RELIANCE	Coronet
HOW FRIENDLY ARE YOU?	Coronet
HOW TO GET COOPERATION	Coronet
MAKE YOUR OWN DECISIONS	Coronet
MIND YOUR MANNERS	Coronet
OTHER PEOPLE'S PROPERTY	Young America Films
OUR BASIC CIVIL RIGHTS	Coronet
RESPECT FOR PROPERTY	Coronet
RIGHT OR WRONG?	Coronet
RESPONSIBILITY	Young America Films
SCHOOL ASSEMBLIES	McGraw Hill
SCHOOL PLAYS AND CONCERTS	McGraw Hill
SCHOOL SPIRIT AND SPORTSMANSHIP	Coronet
THE FUN OF BEING THOUGHTFUL	Coronet
WHAT IS CONSCIENCE?	Coronet
WHO ARE THE PEOPLE OF AMERICA?	Coronet
WHY WE RESPECT THE LAW	Coronet

APPENDIX

GENERAL OUTLINE FOR THE COURSE ON GROUP COUNSELING

UNIT ONE
EDUCATIONAL GUIDANCE

I. ORIENTATION

- A. Importance of high school
- B. Rules, regulations, policies, and traditions
- C. Persons to know
- D. Courses offered
- E. Academic subjects required
- F. Student activities provided
- G. What the school expects
- H. Importance of school record
- I. Meaning of report card

II. STUDY HABITS

- A. Meaning and purpose of study
- B. Conditions for study
- C. Use of daily time

III. STUDY SKILLS

- A. Concentrating
- B. Reading
- C. Remembering

IV. STUDY AIDS

V. NOTE TAKING

- A. The notebook
- B. How to take notes
- C. Notes on reading
- D. Class notes

VI. EXAMINATIONS

- A. Purpose
- B. Preparation for examinations
- C. How to take examinations

UNIT TWO

PERSONAL GUIDANCE

I. PERSONALITY

A. Meaning of personality
B. Factors affecting personality
C. Signs of an emotionally mature personality
D. Symptoms of an unhealthy personality
E. Improving personality
F. Developing a philosophy of life
G. Developing character

II. HEALTH

A. Some general rules for developing good physical health
B. How health affects relationship with others
C. How alcohol affects health
D. How narcotics affect health
E. Developing good mental health

III. GROOMING

A. Improving personal appearance
B. What to wear

IV. PERSONAL PROBLEMS

A. Discouragement
B. Learning to talk with others
C. Increasing self confidence
D. Accepting defeat
E. Being successful

V. HOME RELATIONSHIPS AND RESPONSIBILITIES

VI. MONEY MANAGEMENT

UNIT THREE

SOCIAL GUIDANCE

I. COURTESY

A. Meaning of courtesy
B. Importance

II. SHOWING COURTESY

A. In school
B. In the home
C. As a host or hostess
D. As a guest
E. In making and acknowledging introductions
F. At the table
G. When dining out
H. In public places
I. When traveling
J. In social correspondence
K. On the telephone
L. At the dance

III. DATING

A. Qualities boys like in a date
B. Qualities girls like in a date
C. Dating problems in general
D. Problems with parents
E. Going steady

IV. USE OF LEISURE TIME

UNIT FOUR

VOCATIONAL GUIDANCE

I. IMPORTANCE OF WORK

II. SELF-APPRAISAL

- A. Discovering interests
- B. Discovering aptitudes
- C. Planning future vocation

III. PART-TIME JOBS

- A. Advantages and disadvantages of working part time
- B. Finding part-time jobs
- C. Securing working papers and the social security number
- D. Legal protection for minors

IV. FULL-TIME JOBS

- A. How to look for a job
- B. How to apply
- C. What to do when starting the job
- D. How to hold a job and advance in it

V. PLANNING FOR FUTURE EDUCATION

VI. MILITARY SERVICE

- A. Youth's obligation
- B. Registering for Armed Services
- C. Options
- D. Opportunities for special training
- E. Opportunities for women in Armed Services

UNIT FIVE

CIVIC GUIDANCE

I. CITIZENSHIP

  A. In school
  B. In the community

II. RESPECT FOR PROPERTY

III. PARLIAMENTARY PROCEDURE

  A. Terms and their meaning
  B. Order of business
  C. Principles to be observed by presiding officer
  D. Principles to be observed by members
  E. Officers and committees needed
  F. Nominating and electing officers

IV. LEADERSHIP

  A. Recognizing qualities of a good leader
  B. Self appraisal for leadership qualities
  C. Being a good group member

V. PREJUDICE

VI. RESPECT FOR THE FLAG

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